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ABSTRACT

Information is provided on private schools for emotionally disturbed children, located in New England and elsewhere in the East. For each school, the entry states approximate enrollment, type of school, and age range accepted. For each, the following are also described: program, curricula, criteria for rejecting applicants, types of children seeming to have the most and least successful outcomes at the school, and procedure for following up students after discharge. (JD)

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RESOURCE AND REFERRAL HANDBOOK

PROJECT 750

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with the assistance of
the Brandeis Project 750 Study Team

Florence Heller Graduate School
for Advanced Studies in Social Welfare

Brandeis University
Waltham, Massachusetts

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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AC005 585

September, 1969

FOREWORD

This handbook was compiled in response to a need which parents, educators, and mental health professionals involved in Project 750 have experienced. Frequently, the burden of choosing a private school, communicating regarding the openings or specialization of the school, and all the additional arrangements with a school, falls on parents' shoulders. In the process of interviewing parents for the Massachusetts Advisory Council on Education supported study, Evaluation of Selected Aspects of Project 750, we listened to many loud complaints regarding the frustrating experiences parents encountered in locating a placement for their child. The only aid that many of these parents had was a list of the private schools approved by the Departments of Education and Mental Health for the 750 program. Furthermore, it became apparent that the psychiatrists themselves had so little knowledge about each approved school on the list that their ability to counsel parents regarding the possible match of school to the needs of a child was limited. Thus, parents voiced such complaints as: "I wrote to one school after another and each time the answer was that something wasn't quite right – either D. was too old or not sick enough, or too young and not smart enough, or too sick or something.... At the end I didn't care even whether the school was good enough or not – I was just relieved to find a place for him." Other parents complained that after they had placed the child in a school with the sanction of a psychiatrist or another mental health professional, the matching of school to the needs of the child was most inadequate. "S. read perfectly well when he went away, but in that school they weren't learning anything and S. forgot how to read and everything."

It is hoped, therefore, that this handbook will provide to the professional community responsible for recommending schools for children eligible for 750 an additional tool for making a rational referral. It will also provide a basis for counseling parents as to the best match of child and school among openings at several schools.

All the information pertaining to each school has been compiled from responses to a mailed questionnaire. Final copy was approved by the respective schools prior to printing. The information included for each school is based on direct quotes from either the questionnaire or the official brochure and in no way represents an attempt on the part of the study staff to evaluate or rate the individual schools.

In addition to the descriptive list of each school approved under 750, this book contains a description of the Act establishing Project 750, its benefits and programs. This has been done in order to facilitate for all those not completely familiar with the 750 Program an opportunity to avail themselves of the information whenever a necessity might arise.

The format of this handbook is designed to make continuous up-dating feasible and practical, i. e., the loose leaf binding makes possible easy removal and/or addition of pages. The quality binder will make it possible for the handbook to be a permanent resource.

I would like to thank all of the approved private schools serving the 750 program for their cooperation in making this Handbook a reality. Mr. William A. Philbrick, Jr., Director of the Bureau of Special Education, has supported this effort and has made funds under Public Law 89-313, Title I-ESEA available for its preparation and publication. Two members of the Evaluation of Selected Aspects of Project 750 staff, Ludmila W. Hoffman and Melinda Matthews, have been involved in the preparation of the handbook from its inception and I am indebted to them.

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August, 1969

PROJECT 750

In 1960, the General Court of Massachusetts passed Chapter 750 of the Acts for that year, which became Chapter 71, Sections 46H and 46I of the General Laws. This statute enabled the Department of Education, in cooperation with the Department of Mental Health, to provide certain programs for children diagnosed as emotionally disturbed. Formal operation of the law was set for January 1, 1962, allowing a year and a half for the formulation of regulations to effectuate the statutory stipulations.

Chapter 71, Section 46H, contained provisions for public school programs and consisted of two mandatory and two permissive sections. Mandated were:

1. an annual census of all emotionally disturbed children based on a formal evaluation and diagnosis by an approved child psychiatrist; and

2. home instruction for children found to be too disturbed to attend school.

Permitted were:

1. public school special classes of not more than eight children, taught by an approved teacher; and

2. integrated programs for children able to adjust to the regular classroom for a portion of the day, with special tutoring and early dismissal as sequential elements.

Treatment was not included in this section of the law.

Chapter 71, Section 46I, contained provisions for placement of children in private day or residential schools for emotionally disturbed children, with evaluation of the school and of each parent's request the direct responsibility of the Departments of Education and Mental Health. To receive approval, the private schools were mandated to provide treatment and therapy for each child under the direction of a child psychiatrist approved by the Department of Mental Health.

By 1967, the private school placements had grown to approximately a thousand in number, while public school programs existed in only thirty-two communities and included approximately 700 children. On the basis of these figures, the General Court passed Chapter 626 of the Acts of 1967, amending Chapter 71 Section 46H by eliminating the permissive character of the law and making it mandatory. In the two years that have elapsed since then, the number of programs in public schools has increased to more than one hundred. By the end of the 1969-1970 school year all communities must offer programs of their own or be involved in joint or regional organizations to provide the appropriate care.

The amended version of Chapter 71 Section 46H requires treatment as well as education, and provision of the former will, in the initial stages, tax the professional resources of the Commonwealth. Fortunately, the emergent structure of seven regional mental health centers within the Department of Mental Health will furnish a structure to support the requisite psychotherapeutic provisions.

In 1968, Dr. Herbert Hoffman, of Brandeis University, was awarded a grant by the Massachusetts Advisory Council on Education to execute a follow-up study of a random sample of Massachusetts children who had completed programs in private day or residential schools for the emotionally disturbed. The report of this study, scheduled for the Fall of 1969, will contain analyses of the findings and recommendations based thereon.

Dr. William Kvaraceus and Dr. Helen Kenney, Department of Education, Clark University, received a grant from the Bureau of Special Education, Massachusetts State Department of Education, in April of 1969, to develop a multiple-resource, multiple-modality structure of education and treatment for emotionally disturbed children. The interdigitation of the findings of a national committee and a state committee, named to this project, is expected to produce several differential models which will be "tried for fit" on chosen communities after April, 1970.

As of June, 1969, Massachusetts listed 1,100 emotionally disturbed children in public school programs at a total cost of approximately $700,000.00 and 1,300 emotionally disturbed children in private schools at a total cost of approximately $8,000,000.00. An auspicious beginning has been made, and the experience of the past seven years, coupled with the studies mentioned, is expected to engender meaningful changes in the scope and thrust of education and treatment for emotionally disturbed children.

Full copies of the General Laws and their regulations which apply to the education and treatment of emotionally disturbed children, Project 750, can be obtained by writing or calling the Bureau of Special Education, Massachusetts Department of Education.

If assistance with administrative or educational matters is required, contact the Supervisor of Special Education, Bureau of Special Education. If assistance with mental health matters is required, contact the Consulting Coordinator for the Department of Mental Health.

Mr. Edward Peterson
Supervisor for Emotionally Disturbed Children
Bureau of Special Education
182 Tremont Street
Boston, Massachusetts 02111
Telephone: 727-5770

Dr. J. Edward Conners
Consulting Coordinator for Project 750
Department of Mental Health
1180 Beacon Street
Brookline, Massachusetts 02146
Telephone: 232-5929

Prepared by the Director, Bureau of Special Education, Massachusetts Department of Education, August, 1969.

NAME OF SCHOOL:
Arlington School

LOCATION:
McLean Hospital
Belmont, Mass. 02178

TELEPHONE:
(617) 484-0700

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
70 (coed)

AGE RANGE ACCEPTED:
14 - 19

PROGRAM:
The adolescents accepted under the 750 program are treated through the out-patient clinic and are students with average to superior I. Q.'s and are potential candidates for college. Parents of these students are seen in evaluation interviews and participate in the treatment at the clinic as it is deemed necessary.

CURRICULA:
Academic classes, individual tutoring (an approved college preparatory high school is maintained on the hospital grounds).

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Lack of college preparatory ability. Inability to function in non-residential setting.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT THE ARLINGTON SCHOOL:
The student who has unsuccessfully confronted inflexibilities in schools with large numbers but responds well to individual attention.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT THE ARLINGTON SCHOOL:
The student who needs extensive control outside the school in attendance, lateness and similar problems.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
Since we have a tiny number discharged so far, we have followed them up through their contacts with the McLean Outpatient Clinic.

Compiled:
June 1969

NAME OF SCHOOL:
Bailey Hall

LOCATION:
Katonah, New York 10536

TELEPHONE:
(914) 232-3070

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
24 - Limited to 30

AGE RANGE ACCEPTED:
12 - 18 (boys)

Please note that the upper end of the age scale is open. Children may continue at Bailey Hall if it is deemed advisable by all concerned.

PROGRAM:

Consists of Academic, Vocational, Social & Recreational programs on seven day twelve month basis. Includes an eight week summer program consisting of academic classes in AM and sports, etc. in the PM.

CURRICULA:

Grade I through High School. (New York State Equivalency for High School Diploma). Training-on-the-job work program in the Village of Katonah at regular wages on a part-time arrangement after school.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

We do not accept orthopedically handicapped, communication handicapped, visually handicapped, chronically ill, auditory handicapped children. Each child is selected on the basis of his probability of adjustment and the fact that we feel he will benefit from this placement.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT BAILEY HALL:

Children from the educable mentally retarded up to the dull-normal range of intelligence seem to have the most successful outcome. Those with serious personality and aggressiveness problems are not accepted.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT BAILEY HALL:

Delinquents, run-aways and children with a history of aggressiveness. Also children who have inordinate amounts of pressure from the home environment, particularly from a parental standpoint.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

None

Compiled:
June 1969

NAME OF SCHOOL:
Berkshire Farm for Boys

LOCATION:
Canaan, New York 12029

TELEPHONE:
(518) 781-4567

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
200

AGE RANGE ACCEPTED:
13 - 16 (boys)

PROGRAM:
The farm is an open institution. There are no fences, security facilities, nor locked doors in cottages to restrain boys. Boys are expected to remain within prescribed boundaries on the strength of their interests in the program and the relationships that they regard as meaningful with staff. The program is designed to provide residential treatment in a therapeutic environment, including services with specific treatment functions, such as group living in cottages, special classes in academic education, vocational education, work training, religious education, recreational education, casework, group therapy, and psychotherapy with selected boys.

CURRICULA:
Boys are grouped for academic classes on the basis of psychological as well as educational needs. There are remedial as well as regular classes corresponding to grades 7 through 10, correspondence classes for grades 11 and 12, and special classes in remedial reading, training in various industrial arts including graphic arts, auto mechanics, machine shop, welding and carpentry. Art, music, and physical education are regular school activities. Classes and shop groups vary in size from a maximum of 6 in remedial reading to 10 to 15 in regular academic and vocational groups.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Suitability for total milieu treatment program, i.e., lack of amenibility to intervention, motivation or inability for functioning in our open setting or less than 4th grade reading level or 7th grade placement.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT BERKSHIRE:
Passive aggressive child.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT BERKSHIRE:
Massively academically retarded; severely deprived with overlay of primitive infantilism which precludes successful group interaction.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
Six months follow-up with readmitting school to determine placement, functioning and adequacy of preparation for return.

Compiled:
June 1969

NAME OF SCHOOL:
Boston Center for Blind Children

LOCATION:
147 So. Huntington Avenue
Boston, Mass. 02130

TELEPHONE:
(617) 232-1710

TYPE OF SCHOOL:
Day and Residential

APPROXIMATE CENSUS:
19 - 24

AGE RANGE ACCEPTED:
4 - 15 (coed)

PROGRAM:
1. A residential program of diagnostic and treatment facilities for the emotionally disturbed blind child, and 2. a non-residential program extending services into children's homes.

CURRICULA:
A flexibility characterizes our educational program. Dependent upon his development level, his emotional status, and his stage in treatment, a child's educational needs may receive more or less emphasis. Some children are not included in any formal educational program. Their individual workers provide them with the limited kind of educational opportunities from which they are able to benefit. As the child matures, his educational program achieves more and more structure, until he is able to be included in a real classroom situation. For some children, tutorial services seem indicated and provided.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
After a ten day residential diagnostic study, the professional staff holds a case conference to determine whether the child is a suitable candidate for our residential treatment program.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT THE BOSTON CENTER FOR BLIND CHILDREN:
Usually, a child of average intelligence whose parents' cooperation can be elicited and whose problems are not too deep-seated. When problems have been recognized and the child referred at an early age, there seems a higher percentage of success.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT THE BOSTON CENTER FOR BLIND CHILDREN:
The grossly psychotic child, the child with no intact family, the child whose parents suffer emotional problems which have not been alleviated.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
No procedure.

Compiled:
June 1969

NAME OF SCHOOL:
Emma Pendleton Bradley Hospital

LOCATION:
1011 Veterans Memorial Parkway
Riverside, Rhode Island 02915

TELEPHONE:
(401) 434-3400

TYPE OF SCHOOL:
Residential:

APPROXIMATE CENSUS:
65

AGE RANGE ACCEPTED:
5 - 11 (coed)

PROGRAM:

The Emma Pendleton Bradley Hospital is a private, non-profit psychiatric Hospital for emotionally disturbed children who are in need ot a total therapeutic program. In addition to the main hospital a half-way house facility, known as the Samuel B Swan House, is located on the grounds. Ths hospital also operates a Child Guidance Clinic and a Pre-school nursery program. Each child is placed in a small group where he is exposed to a carefully prepared program of activities to promote his individual strengths as well as to help him face and work in the areas of conflict which commonly arise in daily living. This on-going approach is supplemented and closely coordinated with other specific methods of treatment. Individual psychotherapy is provided for each child. Opportunity is also provided for the child to participate in small activity therapy groups. An important part of the total treatment program includes the involvement of the child's parents. This is accomplished primarily by the parents meeting with a trained psychiatric social worker on a regular weekly basis. Another form of treatment for the child is medication, which is used on an individual basis and reviewed regularly by our medical staff.

CURRICULA:

The Bradley School is organized on an ungraded basis and classes are conducted in an informal atmosphere designed to meet the differential needs of the children. The classes are small, numbering in size from one to eight children. Children attend class from one hour to a full day depending on the child's ability to cope with and utilize the learning situation effectively. The Bradley School follows, in most respects, the public school calendar. The teacher is an integral part of the therapeutic team and works in close collaboration with other professional disciplines. Children who demonstrate that they are ready to return to public school are transferred to schools in the East Providence School system. All children in the Samuel B. Swan Half-way House attend public school along with an increasing number of children from the Bradley School. Attendance at public school is a major step in the child's transition from Bradley to community living. In addition to the regular school program the Bradley School also offers summer tutoring, special instruction in art and has recently added a visual-perceptual program.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Because of our special program, we prefer not to accept children who are retarded, with severe physical handicaps, who are unable to communicate verbally.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT BRADLEY:

Children between the ages of 5½ and 11; children who are at least of average intelligence; children whose primary problems are emotional or psychiatric even though secondary organic components may exist; parents who are willing to cooperate in casework treatment.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT BRADLEY:

Borderline intelligence; overtly psychotic without ability to communicate verbally; parents who are unable to invest emotionally in their child's total treatment program.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

None.

Compiled:
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NAME OF SCHOOL:
Brandon School, Inc.

LOCATION:
372 Union Avenue
Framingham, Mass. 01701

TELEPHONE:
(617) 875-1331

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
48

AGE RANGE ACCEPTED:
6 - 14 (coed)

PROGRAM:
Brandon School is primarily a treatment facility and the basic criteria for remaining at school is the child's progress in emotional growth and socialization.

CURRICULA:
Academic progress, while important, is not the basic criteria for success at Brandon. All our children are tested in the fall of the year to ascertain their academic growth as measured by the Standard Achievements Tests. So long as there is some growth (and all of our children evidence this) we are satisfied.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Poor prognosis; primary disorder not functional; too great a threat of dangerous acting out; too great a distance from school.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT BRANDON:
Borderline children with thought disorder.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT BRANDON:
Character problems seem the most difficult.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
From six months to a year after leaving the Brandon School, we contact the family and the school in which the child is placed to check on his progress and status.

Compiled:
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NAME OF SCHOOL:
Bristol Acres School

LOCATION:
158 Williams Street
Taunton, Mass. 02780

TELEPHONE:
(617) 822-5396

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
41

AGE RANGE ACCEPTED:
13 - 17 (boys)

PROGRAM:

Every area of programming (educational, clinical, recreational, home) and community interaction is integrated to provide comprehensive, continuous care in its fullest sense: a culture with realism and purpose such that the pressures and demands are similar to those of a larger culture. Here the child is encouraged to mobilize his strengths and potentials toward developing and maintaining competent adjustment and adequate solution of day-to-day problems.

CURRICULA:

The academic program at B. A. combines individualized, non-graded instruction with subject content matter approximating that taught in public school classes. A careful estimate is made of each child's capacity to work as closely as possible to his age grade level and expectable goals are set for his performance. In addition to remedial and enrichment prescriptive programming, Jr. High and High School English, Mathematics, Social Studies, Science, foreign languages and physical education are offered.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Physically disabling organic involvements, severe acting out character disorder, overt psychoses, children with families who appear to be incapable of or unmotivated for change.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT BRISTOL ACRES:

Children in their teens with at least average intelligence who have at least one parent motivated to and capable of changing inappropriate inter-active patterns with their child.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT BRISTOL ACRES:

Children with early childhood histories of disturbance, and/or children with an intractible and destructive family situation.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Upon discharge to public school a representative of our institution makes periodic visits to the school to check on his adjustment and progress. During his initial release a constant phone contact is kept with both the school principal and guidance counselor. Follow up with the family is done by our Family Case Worker who utilizes both phone and personal visits.

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NAME OF SCHOOL:
Carroll-Hall

LOCATION:
40 Concord Avenue
Cambridge, Mass. 02138

TELEPHONE:
(617) 868-1160
(617) 865-3600

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
66

AGE RANGE ACCEPTED:
9-14 (coed)

PROGRAM:
Educational with psychological services.

CURRICULA:
Academic, pre-vocational and social skills.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
The program is not appropriate for psychotic, delinquent or hyper-aggressive young people. Similarly, students with severe emotional problems or destructive tendencies are not enrolled.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT CARROLL-HALL:
The children seem to be most successful whose problem in learning with related emotional factors appears to have been school-based. This includes children with perceptual problems and specific difficulties in school learning but demonstrating potential for the development of good work habits, productive attitudes and adequate adjustment in social settings.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT CARROLL-HALL:
The school program is least successful with the occasional child who is unresponsive following appropriate instruction with planned experiences of success and concomitant counseling.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
The social worker provides for the liaison with parents, schools and community agencies during the transition period. The follow-up is to insure satisfactory placement with the subsequent school or community facility.

Compiled:
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NAME OF SCHOOL:
Charles River Academy

LOCATION:
5 Clinton Street
Cambridge, Massachusetts 02139

TELEPHONE:
(617) 868-5380

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
67

AGE RANGE ACCEPTED:
12-16 (boys)

PROGRAM:

The purpose of Charles River Academy is to help the student of normal intelligence who is not functioning at his capacity in a regular school situation because of learning disabilities to become a mature self-sufficient individual and a positive influence in our society. The program has a two-fold role of bringing the student up to his natural level of achievement (with the hope of returning him to his regular school situation) and of preparing him for life after the completion of his education at the school.

CURRICULA:

The academic program includes courses in English, mathematics, social studies, science, French, art, music, motors and physical education. The humanities approach is utilized in most subject areas. Although each of the major subject areas deals with basic remedial techniques, these also emphasize, not only knowledge of a specific area in depth, but also ability to do related work as independent study. In all subjects every sensory means possible is used to teach each particular course. Classes vary in size according to student's particular needs; the ratio of students to staff is eight to one. A vocational program is provided including driver education, associations with trade schools, apprenticeships in industry and business and a placement service encompassing vocational testing and guidance. In addition, the school tries to find employment for the summer vacation. Extra-curricular activities include the school newspaper, chess and photography clubs, drama, student council. C.R. has a vigorous and intensive physical education program.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

If a youngster is obviously severely emotionally disturbed so that he cannot function in a classroom situation and would not be able to commute daily to a day school, we do not accept him.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT CHARLES RIVER ACADEMY:

In interviewing a prospective student, we are primarily interested in finding out what particular ego-strengths the child has left, considering he has failed in the academic area. We are looking for the participation by the students in Scouts, Church organizations, Little League teams, positive camp experiences, art, etc. We find that if the

young man has been able to maintain the ability to concentrate and keep up a fairly deep interest in an activity outside of the academic area, that we have a good chance of reaching him through our extra-curricular program, which in turn, builds up his confidence and provides impetus for continued effort on his part in the classroom.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT CHARLES RIVER ACADEMY:

The youngster who applies to Charles River Academy whose main interest outside of school is simply coming home and watching television, staying primarily to himself and not really able to concentrate on any particular activity, we have found, offers the poorest prognosis for success at CRA.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

In the past four years the general procedure for following our graduates has been an alumni dinner, following graduation, and letters to the parents and students occasionally, asking them to keep in touch with the school, more or less in the nature of a greeting, and general inquiry on how they are doing. We have found that most of the young men, if they are in the area will continue to drop by the school at least two or three times a year so that we are able to keep track of what they are doing.

Compiled:
June 1969

NAME OF SCHOOL:
The Children's Own School

LOCATION:
86 Main Street
Winchester, Mass. 01890

TELEPHONE:
(617) 729-2689

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
16

AGE RANGE ACCEPTED:
6-12 (coed)

PROGRAM:
The school is unique in its approach to the problems of the emotionally disturbed child, for although the school is primarily maintained for the normal to bright child, the ungraded children's morning academic classes are held separately (6 children in each group). All of the children together share in the play and social activities and in the afternoon classes.

CURRICULA:
The Children's Own School was established on Montesorri's principles of education, permitting each child to progress at his own rate. Montesorri materials are used throughout the school, supplemented by whatever other education materials and teaching aids are found to be of value and in harmony with the basic Montesorri principles.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Children who are overly hyperactive, severely disturbed or retarded, children with such low potential ability that they would not fit into our established groups.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT THE CHILDREN'S OWN SCHOOL:
We are not a clinical institution. We feel our primary function is a teaching one. Therefore, we have the highest degrees of success with less severely disturbed; non-speakers; children with deep fears; children who need much one-to-one attention.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT THE CHILDREN'S OWN SCHOOL:
Occasionally a non-speaker, who becomes more withdrawn; the disturbed child who has an extreme lack of support at home, or poor outside therapy.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
None.

Compiled:
June 1969

NAME OF SCHOOL:
Children's Study Home

LOCATION:
44 Sherman Street
Springfield, Mass. 01109

TELEPHONE:
(413) 737-3549

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
29

AGE RANGE ACCEPTED:
6-12(coed)

PROGRAM:
Psychiatric, educational, therapeutic.

CURRICULA:
Academic classes; tutorial services on individual basis; remedial reading.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

1. Children whose parents are unwilling or unable to participate in the treatment program.
2. Children who are more than two years behind academically.
3. Children over 10 years of age.
4. Children with severe psychosis.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT CHILDREN'S STUDY HOME:

1. Children whose basic problem is neurotic and whose parents involved themselves in therapy. 2. Children who have had reasonably stable and emotionally fulfilling early childhoods.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT CHILDREN'S STUDY HOME:

1. Children with too much early deprivation and when problem is characterilogical in nature. 2. Children whose parents cannot involve themselves. 3. Children more than two years behind grade level.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

A therapeutic tutor is assigned to give transitional support to the child leaving our program and during the first year after his return to public school. The person consults with the school administration regarding any handling of the child's behavior. In addition, parents and child may continue in therapy for the year after return to public school.

Compiled:
June 1969

NAME OF SCHOOL:
The Children's Village

LOCATION:
Dobbs Ferry
New York 10522

TELEPHONE:
(914) 693-0600

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
240

AGE RANGE ACCEPTED:
6-10½ (boys)

PROGRAM:
To facilitate continuous coordination of staff work, Clinical Services, Child Care Services, Education, and Recreational Services Departments are subdivided into four Units, each with a Department Director. A unit serves about 60 boys and has approximately one-quarter the staff from the various program departments assigned to it, approximately 90 full-time staff giving a direct service to boys. Clinical Services consist of 30 psychiatric caseworkers and supervisors; 5 staff psychologists including a director; 4 part-time psychiatrists–75 hours weekly.

CURRICULA:
A public School District serving only Children's Village maintains a staff of 24 teachers of emotionally disturbed children and 4 Supervisors; 2 school psychologists; 3 guidance counselors; and 7 specialists. Total educational program is under direction of the Supervising Principal. The department provides classroom and creative arts shop experiences designed to enable therapeutic learning and achievement for different types of disturbed boys. Remedial tutoring, art, instrumental music, job counseling and placement services are part of the Education Program. Child Care teacher aides provide additional services within the classroom and the cottages. An extensive training program for graduate and undergraduate students is carried out in conjunction with four colleges and universities. Staff of 12 full-time and 17 part-time recreation specialists and group workers, an Assistant Director, are responsible to the Director of Recreational Services Department. A varied program of athletic and club groups, special events, off-campus trips, etc. are arranged at scheduled times after school, evenings, weekends, holidays, and during school vacation periods. Emphasis is placed on each boy's relationship to adults, peers, and activities.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
The Children's Village does not accept psychotic children, boys with defective intelligence, neurologically impaired boys whose behavioral problems are a result of organic defect, boys whose physical handicaps or chronic health problems require special medical attention or keep them from participating in the program.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT CHILDREN'S VILLAGE:
Boys able to develop an understanding of their role in creating their difficulties and whose parents support placement in a cooperative and interested manner.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT CHILDREN'S VILLAGE:

The child and a family in whom motivation for placement cannot be generated.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Personal contacts (within N.Y.C. area). Telephone and survey questionnaires to out of town schools.

Compiled:
June 1969

NAME OF SCHOOL:
The Connecticut Junior Republic

LOCATION:
P. O. Box 161
Litchfield, Conn. 06759

TELEPHONE:
(203) 567-9423

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
58

AGE RANGE ACCEPTED:
13-15½ (boys)

PROGRAM:

A highly individualized treatment program is planned for each boy. The program, utilizing a teamwork approach, encompasses all the Republic's services and facilities—psychiatric evaluation and therapy, psychological testing, casework help, group work, group living, academic and vocational training, remedial services, sports, arts and crafts, clubs and recreation. Each boy is assigned to a therapist and is seen on a weekly basis, or as is needed.

CURRICULA:

Based on a boy's needs, the Republic has a school program geared to lessen emotional strain, free his mental capacities and motivate him toward learning. Some Republic boys attend the Litchfield High School; others are at the Oliver Wolcott Technical School, Torrington. Vocational training offers first-hand, on-the-job experience in such fields as letterpress and offset printing, photography, mechanical work, shop work, welding, woodworking, grounds and building maintenance, cooking, baking, food preparation and service. The agriculture program includes land conservation and development, forestry, animal husbandry, farming and the care-feeding-production of a large dairy herd. Remedial reading, speech therapy, art lessons and music courses are offered. For many years, the Republic has had an active Drum and Bugle Corps. An intensive athletic program includes basketball, baseball, football, etc. and most summer and winter sports.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

1. Psychotic or borderline-psychotic boys who readily decompensate under the pressures of group living. 2. Boys with low I. Q.'s, although we may be able to absorb some in the Dull-Normal (80-90) classification and plan around a vocational trade program for them. 3. Boys whose physical handicaps would present problems in their adjusting and living in a group setting. For example: those with a serious hearing, sight loss, etc. 4. Acting-out boys who need the control of a closed or security institution. 5. Boys with chronic serious behavior problems with established sociopathic trends or patterns (gang codes). 6. All other boys who would be best treated elsewhere - community outpatient clinic, hospital, group homes, etc. 7. Boys who do not meet our age requirements.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT REPUBLIC:

1. Boys who essentially have a neurotic conflict are best suited to the type of "short-term" program we have. The prognosis for this disgnostic group would appear to be more favorable than for the sociopathic group. 2. Boys whose problems are expressed through character trait disorders could also use our program successfully, provided that they have reasonably good ego makeup and can relate in an individual or group therapy situation. 3. Boys who are reacting to a situational stress or adjustment reaction to adolescense are good therapy candidates. 4. Boys whose problems indicate the need to identify with consistent masculine identification models.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT REPUBLIC:

Those showing sociopathic patterns of behavior or having no anxiety about wanting to change.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Follow up takes place on a selected basis. Generally there is a continuation of care from the Dept. of Public Welfare, which has been involved from the time of placement and assumes responsibility for after-care services.

Compiled:
June 1969

NAME OF SCHOOL:
Cushing Hall, Inc.

LOCATION:
279 Tilden Road
Scituate, Mass. 02066

TELEPHONE:
(617) 545-4532

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
37

AGE RANGE ACCEPTED:
13-16 (boys)

PROGRAM:
Cushing Hall is directly aimed at helping adolescent boys whose emotional problems have led them into serious difficulties, but whose problems are not best handled by hospitalization or a correctional institution.

CURRICULA:
The facilities are geared for indoor and outdoor recreation, manual training, remedial teaching, psychological testing, psychotherapy, senior high school facilities, case work with boys and their families, occupational therapy.

CRITERIA USED FOR REJECTING APPLICANTS TO CUSHING HALL:
Children who have organic brain damage or epilepsy, who are pre-psychotic, persistent runaways, physically handicapped or mentally retarded. Final judgment regarding rejection of applicants is based on psychological testing, psychiatric evaluation and personal interviews.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT CUSHING HALL:
Successful future adjustment is indicated if parents cooperate in therapy; remedial difficulties are rectifiable, peer adjustment improvable and more positive adult identifications are possible, and an increase in respect for authority and a greater acceptance of responsibility.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT CUSHING HALL:
The impulsively acting out child, children with poor parental identifications, some character disorders and those unable to make good peer adjustment as well as adult identifications. (However, this varies greatly.)

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
School requests parents, upon dismissal, to contact us on a weekly basis and later on a monthly basis, or whenever trouble is suspected. The school contacts the home and the school to which pupil has transferred three times a year, in September, January, and May, or more often if indicated.

Compiled:
June 1969

NAME OF SCHOOL:
Dearborn School

LOCATION:
36 Concord Avenue
Cambridge, Mass. 02138

TELEPHONE:
(617) 868-1160
(617) 864-3600

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
105

AGE RANGE ACCEPTED:
5-8 (coed) lower school
9-12 (boys) middle school

PROGRAM:
Educational with psychological services.

CURRICULA:
Academic with small group instruction (8 students) and tutorial services.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Children are not enrolled in the school whose histories show an inability to tolerate an open social setting, an inability to function in a small instructional group of approximately eight children and an unmanageability to a degree that would not warrant school placement. Similarly, children who are psychotic and/or severely hyper-aggressive are not enrolled.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT DEARBORN:
Children appear to have the most successful outcome who have the least severity of handicap in the social, emotional and academic areas. Successful outcome is more likely with children who basically need success experiences in the school setting and whose emotional problems appear to be school-related.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT DEARBORN:
The school is least successful with borderline psychotic youngsters. Several children are enrolled with moderate thought disorders.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
Follow-up efforts are for the purpose of aiding the child in making the transition to a new setting and, in turn, keep the school guidance worker or social worker apprised of schools, programs, and facilities in the larger community that are appropriate for our kinds of students.

Compiled:
June 1969

NAME OF SCHOOL:
The Devereux Foundation

LOCATION:
Devon, Pennsylvania
Rutland, Massachusetts
plus four additional locations

TELEPHONE:
(215) 688-2600

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
923

AGE RANGE ACCEPTED:
Pre-kindergarten through high school (coed)

PROGRAM:
Academic and therapeutic (or remedial); coeducational; for students of low average-normal through superior intellectual endownments; based on the principles of Dynamic Education.

CURRICULA:
Highly individualized, for all age-groups; separate college preparatory, vocational, commercial and general curricula in the secondary school. Remedial and tutorial assistance in all subject areas, when indicated.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Children who are not ambulatory due to a physical handicap, blind children, deaf children, psychotic children in need of a closed situation, homicidal, suicidal, severely acting-out, and children addicted to drugs. Consideration must also be given to our group balance. At times the balance prohibits our accepting students who at other times would be acceptable.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT DEVEREUX:
Those students whose parents identify with the School and support the total "special" program. Those students who display a healthy ability to "relate" to the School, peers and staff. Those students whose problems have been diagnosed in their early stages, rather than having had a long time to crystalize and solidify. Those students whose presenting symptoms include some "anxiety" upon which we can capitalize.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT DEVEREUX:
Opposite of those listed above. Those diagnosed as autistic or early childhood schizophrenia. Those students with a history of "early deprivation." Those students with a chronic history of "acting out behavior" and no signs of guilt.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Questionnaires are sent to parents of students at intervals of one and five years, following withdrawal from Devereux. The information gleaned from these questionnaires is recorded on the student's permanent record card. In addition, all requests for reports, references, transcripts, etc. are also recorded on the cards and any information gleaned from such correspondence is retrieved for permanent record.

Compiled:
June 1969

NAME OF SCHOOL:
Elwyn Institute

LOCATION:
Elwyn, Pennsylvania 19063

TELEPHONE:
(215) 566-8800

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
1,055

AGE RANGE ACCEPTED:
5 - 15 years, but selected older students accepted. (coed)

PROGRAM:

Students at Elwyn enjoy modified family group living and the dormitory life of a residential school. They are responsible for daily tasks in the dormitory or play area as in any well regulated home. Recreational facilities include games, books, outdoor playground equipment, radio and television. Planned leisure-time activities feature dancing, concerts, entertainment, and weekend movies. Special programs are planned for holidays. The sports program includes baseball, softball, volleyball, soccer, basketball, gym, bowling, miniature golf, swimming. Other activities include Boy Scouts and Girl Scouts, camping picnics, and special trips. All programs are therapeutically oriented toward the rehabilitation of the individual as a self-supporting and useful citizen.

CURRICULA:

The education program at Elwyn is based on the needs, interests, and aptitudes of the pupil. The school is ungraded; students are placed in groups according to achievement and degree of social development. The curriculum content and teaching methods are adapted to the capacities and learning rate of each pupil. The program is enriched with physical education, handicrafts, choral and instrumental music, and home-making activities. Personal hygiene and appearance, social amenities, money handling and speech improvement are stressed. Vocational Training services include aptitude testing for individual training and development, occupational therapy, a wide range of vocational training courses, guidance and counseling, contract workshop experience, community work program and Halfway House facilities (live at Elwyn, work in the community).

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Students are rejected by our Institute when their problems and handicaps are such that we have no program from which they could derive benefit. We also consider the applicant's motivation and interest in coming to Elwyn and if he has no desire to utilize our programs, he may be rejected.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT ELWYN:

The scope of the school is a rather broad one. Some severely retarded students with multiple handicaps make excellent adjustment but cannot progress beyond a sheltered workshop at Elwyn. Many emotionally disturbed children complete our program and return home while others can adjust only while in foster placement of one sort or another. Most students who complete our community work program go on to complete financial and social independence.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT ELWYN:

Students who cannot adjust to the open setting and who are unable to contribute to the environmental milieu of Elwyn are most likely to be discharged because they cannot make use of the programs.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Students who are discharged from our Community Work Program are seen for an extensive interview six months after their discharge and are then seen once a year for a five year period.

Compiled:
June 1969

NAME OF SCHOOL:
The Margaret Gifford School, Inc.

LOCATION:
384 Broadway
Cambridge, Mass. 02139

TELEPHONE:
(617) 491-0150

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
70

AGE RANGE ACCEPTED:
7 - 15 (coed)

PROGRAM:

The Gifford School is a remedial school for students who are going to make a normal adjustment to life. A remedial school is to education what a hospital for curable patients is to health. To apply the word "remedial" to a problem is to say that it can be solved. The adjective should give comfort to the child in trouble. All children who are failing in school are emotionally disturbed; school is a child's chief business in life, and no normal human being can endure continued failure in the chief business of his life without serious anxiety. The presence of the psychiatric service will mean that the important therapy which school success brings will be supplemented by wise counseling to both parents and children from professionals in the field of psychiatry. This therapy will be a part of the school day, and will take place in the school building, so that it will become a normal part of the school program.

CURRICULA:

Whenever possible we have the students work in small classes. This provides for more interest and friendly competition than individual tutoring, which can be effective for single subjects for limited periods of time. However, classes must be made up of children of about the same age, achievement and ability. If there is no suitable companionship for a child in any given subject, he will receive individual tutoring as long as it is necessary, and join with groups for other parts of his program. The school will be ungraded and a child may be with one group for reading, and another for his arithmetic, as his achievement is likely to be spotty. No one stays in the same room with the same teacher all day - all move around and are taught by different teachers in different subjects.

In addition to the academic program, the school offers activities in related fields with the object of enlarging the scope of the education of our children to take in all areas of their lives possible.

Programs in Shop, Art, and Music are open to all children. There is a varied program of sports afternoons, including interscholastic games and swimming. We are also giving a week-end program of camping, climbing, canoeing with the object of increasing the self-confidence and self-image of students who have acquired, through years of school failure, a pitifully low opinion of their own potential. We feel this is one of the most valuable activities here in its effect on the morale of our students.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Inability to conform to normal classroom discipline in a small class--Subnormal intelligence--Over 14 years of age.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT THE MARGARET GIFFORD SCHOOL:

Dyslexics--Emotionally disturbed whose parents are willing to have treatment.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT THE MARGARET GIFFORD SCHOOL:

Children of unfortunate parentage whose parents will not cooperate.

PROCEDURE FOR FOLLOWING STUDENTS POST-DISCHARGE:

We follow them for several years but in a rather informal way--calling sometimes the student, sometimes the parent and sometimes the school. As this is only our 5th year, we have not yet developed a very systematic procedure.

Compiled:
June 1969

NAME OF SCHOOL:
Greenshire Residential School for Retarded Children

LOCATION:
Jarvis Street
Cheshire, Connecticut 06410

TELEPHONE:
(203) 272-7195

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
27

AGE RANGE ACCEPTED:
3-14 (coed)

PROGRAM:
Greenshire's programs are designed for the moderately to severely retarded child. The ultimate goal is to prepare the student for eventual enrollment in a day-care center or or public school near his home. Some children will not be able to achieve that goal and for such students, long-term care at Greenshire can be arranged.

CURRICULA:
The school's program stresses individual attention throughout all phases of the child's development and training.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Applicant must function in moderately to severely retarded range and be in the age range of 3-12.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT GREENSHIRE:
Those diagnosed as autistic.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT GREENSHIRE:
Older children.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
Follow-up is made through parents.

Compiled:
June 1969

NAME OF SCHOOL:
Hampshire Country School

LOCATION:
East Rindge, New Hampshire 03461

TELEPHONE:
(603) 899-3325

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
85

AGE RANGE ACCEPTED:
9 - 15 (coed)

PROGRAM:

In the treatment of gifted children who suffer from an emotional dysfunction Hampshire Country School has successfully used an effective program of academic progress and residential psychotherapy since 1949. It is approved by the Department of Education of the State of New Hampshire. Emphasis is placed on the development of leadership qualities by teaching these children to accept - even aspire to - the opportunities for high achievement. This process helps them to resolve their difficulties, then adopt a routine educational outlook. Indeed, it also helps bring into clear focus the reasons why they should look forward to taking their own place of excellence against the challenges of any first-rate school or college in the land. By mobilizing the elements of superior mental endowment and by superimposing guidance and direction from highly trained, genuinely sympathetic, firm but understanding professionals, students at Hampshire Country School soon learn the normal range of emotional control almost without realization of its assimilation.

CURRICULA:

Rarely do teacher-student relationships and the advantages of small group instruction (4 or 5 students) offer a more flexible opportunity for individualized observations of the child's capacities and the subsequent adaptation of curriculum. The focus of on-location experiences is strongly evident, in class-rooms, assemblies, chapel exercises (non-sectarian); arts and crafts, adult occupations like mechanics, carpentry, farming, riding, sports, dancing, on trips and particularly in home-like activities.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

We accept only bright children (minimum I. Q. 115 - 120 range). Minimum age at entrance 9 years. Maximum age at entrance 15 years. We don't accept psychotics, delinquents, brain damaged.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT HAMPSHIRE COUNTRY SCHOOL:

Neurotic character disorder.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT HAMPSHIRE COUNTRY SCHOOL:

Psychotic character disorders.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Personal visits by staff member to schools attended by recent ex-students. Parents of ex-students invited to semi-annual parents' seminars.

Compiled:
June 1969

NAME OF SCHOOL:
Harmony Hill School

LOCATION:
Abuskeag Hill Road
RFD Chepachet, R. I. 02814

TELEPHONE:
(401) 949-0690

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
33

AGE RANGE ACCEPTED:
5 - 10 (boys)

PROGRAM:

Harmony Hill School was established in 1962 to provide a therapeutic milieu on a round the clock basis for: 1. The emotionally disturbed youngsters who cannot be treated while living at home, in a foster home, or in a non-psychiatrically oriented institution. 2. Children who have a mild cerebral dysfunction with learning disabilities may also profit from our services.

CURRICULA:

The school program is a major, integral part of our total treatment program. Classes are small, numbering in size from one to six children. Special programs in visual-motor and visual perceptual training including a prescribed crafts and physical education activities are held daily.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Age: if a child is over 10 years of age, he is not acceptable. Sex: we accept only male residents. Physical ability: must be physically able to participate in our program. Mental ability: must show evidence that the child does not need custodial care but can profit from experience, both academically and emotionally. It may take some time to determine a child's ability to perform in the academic area depending on the degree of disturbance and our ability to help the child. He must show evidence on admission or shortly after that he is not extremely harmful to self or others.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT HARMONY HILL:

The child who has an average or near average mental ability with emotional disturbance and/or learning disabilities, with parents who can be reached through case work services or other psychiatric services.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT HARMONY HILL:

The child whose parents are in conflict and keep the child in a state of turmoil. The child whose parents do not respond to intervention of any type.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Usually a letter to the agency or to the parents and occasionally a personal visit to the child.

Compiled:
June 1969

NAME OF SCHOOL:
Charles Hayden Goodwill Inn School for Boys

LOCATION:
21 Queen Street
Dorchester, Mass. 02122

TELEPHONE:
(617) 288-1500

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
52

AGE RANGE ACCEPTED:
13 - 16 (boys)

PROGRAM:

The programs routinely available include guidance and case work counseling within the group setting and under psychiatric consultation; remedial and tutorial support in educational endeaver; on-site classes for boys unready to cope with the demands of public school classes; pre-vocational exploration together with basic education-cultural enrichment for so-called "Track A" boys who are unlikely to pursue further training via the usual school system pathway, after the 16th birthday (legal age for dropping out of school). Major effort is expended to assist the boy with good potential for further achievement, to embark up the so-called "Track B" program which aspires to help a boy to overtake academic deficiencies in skills and grade level content, and to motivate or re-motivate him to want to learn and to prepare himself for secondary high school and/or higher education and specialized training.

CURRICULA:

The Hayden School is non-graded. This means that a boy is not placed into a group arbitrarily according to his chronological age or his previous grade "exposures." The grouping determines the curriculum which adapts itself to the boy's needs. Major subject areas are: English, Arithmetic-Math, General Science (Earth Science, Physics and Chemistry), Social Studies, Industrial arts and crafts, music. Physical education is operated on a voluntary basis after school.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Must be programmed - school, pre-voc., etc.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT C.H.G.I.S.B.

Those who, though uprooted and emotionally in turmoil, are able to relate to a group setting with child care counselors, peers (11 in home unit) with teachers, and professional staff (psychiatric Social workers, counselors, etc.).

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT C.H.G.I.S.B.

Children who are severely disturbed and unable to withstand group living and programming.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

School is in its early stages in this new setting. Historically, we have been involved in an intensive follow-up with 200 youths. A 30 year presentation will be made as a sequel to Varieties of Delinquent Youth.

Compiled:
June 1969

NAME OF SCHOOL:
Ernest L. Herrman School

LOCATION:
475 Varnum Avenue
Lowell, Mass. 01854

TELEPHONE:
(617) 454-4234

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
64

AGE RANGE ACCEPTED:
6 - 14 (coed)

PROGRAM:

The program of this school is designed to meet the needs of children who exhibit learning disorders, behavior adjustments, personality problems, reactive emotional disorders or neurotic traits. It is anticipated that some psycho-educational retardation will be exhibited. This type of retardation means a definite lack of school achievement in certain major school subjects as evidenced by objective tests and measurements, and does not mean mental retardation.

CURRICULA:

A tutorial atmosphere prevails because of the teacher-pupil ratio of 8 to 1. A "standard" curriculum is followed in all the major subject areas. A primary emphasis is placed on the teaching of reading. In addition to the basal reading program, a concentrated effort has been made in assembling equipment and materials designed for use in remedial reading instruction. A testing program has been initiated in respect to diagnosis and achievement. Instruction is provided for grade levels 1-8. Materials are also available to provide a Readiness Program for children who are unable to benefit from materials geared to a first-grade level.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

No child will be admitted to the program who has already completed an eighth grade level in academic achievement. Children who are psychotic with suicidal or homocidal tendencies, who require a security type arrangement, who are excessively assaultive or destructive, would not be accepted since their needs would exceed our resources. Should such behavior appear after admittance, the child would have to be transferred to a more appropriate facility.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT HERRMAN:

The phobic and withdrawn children seem to greatly benefit from the therapeutic atmosphere and environment.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT HERRMAN:

The least success is met with children whose parents require more therapy and who are unwilling to seek or accept help. This seems to be the primary reason for the children not progressing as rapidly as they should rather than any specific type of disturbance.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Personal contact with the school systems, telephone calls, and a recently developed follow up form.

Compiled:
June 1969

NAME OF SCHOOL:
Horizon's Edge Country Home School

LOCATION:
Canterbury, New Hampshire 03224

TELEPHONE:
(603) 783-4388

TYPE OF SCHOOL:
Residential and day

APPROXIMATE CENSUS:
34 (24 boarding; 10 day)

AGE RANGE ACCEPTED:
Grades 1 - 8 (coed)

PROGRAM:

CURRICULA:

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Low I.Q. - more than a moderate amount of emotional disturbance - above 13 years old, with some exceptions.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT HORIZON'S EDGE:
Those who come at an early age and stay for more than three years. Children who are aware of life who are interested in trying to change.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT HORIZON'S EDGE:
Older children whose pattern of failure has been established over a long period.

PROCEDURE FOR FOLLOWING STUDENTS POST-DISCHARGE:
None.

Compiled:
June 1969

NAME OF SCHOOL:
The Kolburne School, Inc.

LOCATION:
Southfield Road
New Marlborough, Mass. 01230

TELEPHONE:
(413) 229-8787

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
65

AGE RANGE ACCEPTED:
6 - 16 (coed)

PROGRAM:

The yearly schedule, including the required summer program, runs from mid-September through early August, with a three-week winter holiday, a three-week spring holiday, and a "Visiting Day" each month. Depending on the individual's ability, his program is designed either to prepare him for return to his own community school or to equip him for activity of a more vocational nature, with the latter program involving greater emphasis on self-sufficiency, independent living, and social and vocational guidance and training. For all the children, the academic and co-curricular activities are designed to develop concentration, effective study habits, and the self-confidence with which to make more meaningful use of their talents. Special teaching methods and materials, many developed by the school, are utilized and in all curricula areas special emphasis is placed on speech, visual perceptual, work, play, and motor coordination therapies.

CURRICULA:

For emotionally disturbed children who have sufficient basic intellectual potential, the standard school curriculum is covered, from Kindergarten through the ninth grade levels. A complete physical education and social participation program is included. If a student displays exceptional ability in any given area (science, math, music, etc.,) he receives extra attention in that area to enable him to enjoy early success and with the hope of ultimately using this area as part of his future life's work. However, at the same time the child is encouraged to develop to the utmost all other areas so that he may become a well-rounded person.

Also built into the daily program are constant opportunities for successful experiences, for reducing feelings of anxiety, inferiority and tension, and for building up ego strength.

In addition to the standard subject studies and skills, Kolburne also offers: typing, home economics, office practice, music, shop and art. Some of the extra curricular activities are: Girl and Boy Scouts, dance and drama instruction, coin, stamp, and photography clubs.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Admission may be granted to only those children whose problems are sufficiently serious to prevent effective work in regular school settings but who are not limited by serious physical or mental disabilities or deep psychotic problems.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT KOLBURNE:

Children with normal or borderline potential diagnosed as mildly emotionally disturbed, mildly neurologically impaired, slow learners, perceptually handicapped, dyslexic, aphasic (or a combination of the above), who are functioning on levels usually seriously below expected potential, benefit from our highly structured, twenty-four hour, therapeutic programming evolved for each child on an individual basis.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT KOLBURNE:

Teenage children, where, through long neglect, emotional disabilities are so deeply ingrained and crippling that their condition requires intensive psychiatric care and a non-structured therapeutic environment. Careful screening avoids our accepting this type of child.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

There is a follow up program usually on request from parent, professional or other school officials.

Compiled:
June 1969

NAME OF SCHOOL:
The Lakeside School

LOCATION:
629 Lowell Street
Peabody, Mass. 019( )

TELEPHONE:
(617) 535-0250

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
50

AGE RANGE ACCEPTED:
6-13 (coed)

PROGRAM:
The aim of the Lakeside School is to provide those children who are not functioning up to their maximum potential with the proper atmosphere, training, and guidance so that they may grow intellectually, socially and emotionally.

CURRICULA:
Classes are small and ungraded. Each child is carefully tested to find his strengths and weaknesses before his program is assigned to him. The children also have the advantage of Reading and Math remediation tutors from the Gordon College Reading Center who work with them individually here at Lakeside under the supervision of Dr. Winifred Currie, Director of the Reading Center.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
A child is rejected only after careful and thorough evaluation by psychiatrists and director, who determine whether the child is better suited to a residential placement or another school more suited to his needs. Age enters into our decision, and also the home situation and parent participation.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT LAKESIDE:
The autistic child and the emotionally disturbed child with a good home environment.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT LAKESIDE:
The child that suffers from severe disturbance and comes from a home where parents are very little concerned with the child. We believe in complete parent involvement and if this works the children profit from our excellent academic program.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
In the two years our school has been operating, only two of our students have been discharged and transferred to residential schools in accordance with the wishes of their parents. We have had contact with the schools and the parents regarding the progress of the children. When our children are ready to return to the public schools we shall be certain that there is a constant check on each child.

Compiled:
June 1969

NAME OF SCHOOL:
League School of Boston for Seriously Emotionally Disturbed Children, Inc.

LOCATION:
474A Brookline Street
Newton Centre, Mass. 02159

TELEPHONE:
(617) 244-6265

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
25

AGE RANGE ACCEPTED:
5 - 12 (coed)

PROGRAM:
A day school where education is used as a psychotherapeutic tool. The emphasis is on academic learning within the context of the development of the whole child.

CURRICULA:
The curriculum is developed for each child individually and may be a regular school program; may be concerned with development self-care and communication skills or a combination of elements based on the child's level of functioning and needs.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Children with behavior problems who nevertheless are functioning too well for our school. The League School is for psychotic children only.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT LEAGUE SCHOOL:
We have had great success with many types - both verbal and non-verbal and with varying degrees of pathology.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT LEAGUE SCHOOL:
Our children are evaluated at the end of 1½ years in the school. If there has been little progress in self-control, reality orientation, social relationships, and ability to tolerate constructive interference with pathological behavior and if it is felt that the same rate of progress could take place with custodial or day care, the child is recommended for residential placement or a different kind of setting.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
We are a relatively new school and are in the process of setting up such a procedure.

Compiled:
June 1969

NAME OF SCHOOL:
The Ledges

LOCATION:
55 Adin Street
Hopedale, Mass. 01747

TELEPHONE:
(617) 473-6520

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
25

AGE RANGE ACCEPTED:
8 years of age and up (coed)

PROGRAM:
The program is especially designed according to the particular needs of the individual child. Among the many specialized services offered are speech therapy, music, remedial instruction in reading, writing, arithmetic.

CURRICULA:
The curriculum is one stressing functional learning whether it be academic, social, manual or physical training. The aim of the total program will be to help the child approach his full capacity in a pleasant and enriched environment.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
We must reject those children whom we feel cannot fit into comfortable accord with our group.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT LEDGES:
The withdrawn children.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT LEDGES:
Children who are hyperactive, aggressive, or disoriented.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
We have discharged no 750 pupils as yet.

Compiled:
June 1969

NAME OF SCHOOL:
Madonna Hall

LOCATION:
Cushing Hill Drive
Marlboro, Mass. 01752

TELEPHONE:
(617) 485-8610

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
101

AGE RANGE ACCEPTED:
12 - 16 (girls)

PROGRAM:

Madonna Hall is a closed, non-sectarian setting for adolescent girls who have to be of at least average I.Q. in order to meet the academic requirements. We currently have a Social Service Staff of four Social Workers, two psychologists, and a psychiatrist on a consultation basis once a week. The girls are seen on a weekly basis for counseling, and the more seriously disturbed girls are seen by a psychologist. The usual length of stay for a girl is a minimum of one year, and can run through the entire high school program.

CURRICULA:

Entire High School program.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

We are unable to accept any child who is showing extremely bizarre behavior, such as being physically aggressive with weapons. We also could not accept a psychotic or schizophrenic child, or a child in need of intensive psychotherapy.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT MADONNA HALL:

The child who has had a good nurturing experience during the early years and not a tremendous amount of early damage.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT MADONNA HALL:

The child who has been exposed to extremely rejecting parents from infancy on, and who has had one traumatic experience after another.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

None.

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NAME OF SCHOOL:
Manville Residence and School

LOCATION:
295 Longwood Avenue
Boston, Mass. 02116

TELEPHONE:
(617) 232-8390

TYPE OF SCHOOL:
Day and residential

APPROXIMATE CENSUS:
49

AGE RANGE ACCEPTED:
10-13 (Upper School - Grades 3-8 Day and Residential) boys
7-9 (Lower School - Grades 1-4 Days) boys

PROGRAM:
The Judge Baker Guidance Center's Manville Residence and School is a center emphasizing care of boys with severe learning difficulties. All programs are designed for boys whose emotional and educational difficulties are such that they will benefit from a coordinated program of individual psychotherapy, education and group activities in a therapeutically oriented milieu. Each child in the Residence and Day School will have scheduled individual psychotherapy each week. The Judge Baker is affiliated with the Children's Hospital Medical Center and Harvard Medical School.

CURRICULA:
The curriculum offerings are keeping with the traditional programs found in most elementary schools. However, special emphasis is devoted to the development of basic skills. In addition, modifications in the instructional models are available which permit the use of individual tutoring, small groupings, and special programming, whenever indicated.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Children who exhibit any one of the following conditions are not considered for admission: mental retardation, severe physical handicap, psychosis, extreme assaultiveness, severe brain damage.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT MANVILLE:
Children represented by a diagnosis of primary neurotic learning inhibitions - the neurotically inhibited child.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT MANVILLE:
Poorly compensated borderline children; severe character disorder with marked delinquent tendencies.

PROCEDURE FOR FOLLOWING STUDENTS POST-DISCHARGE:
Parents and students will be contacted at varying intervals after a student leaves the school to help us assess the efficacy of our program and find ways to improve it. Currently, careful exploration of community resources by members of the clinical team and/or the classroom teacher is a routine feature of the pre-discharge procedure. During the post-discharge period a patient is seen in our Outpatient Division for individual psychotherapy, when indicated. Every effort is made by the staff to restore a child to a productive status in the community with the least amount of stress for the child and his parents.

Compiled:
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NAME OF SCHOOL:
Marsalin Institute School

LOCATION:
Golden Street
Bellaire, Wass. 08700

TELEPHONE:
(617) 429-4307

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
24

AGE RANGE ACCEPTED:
6-12 (coed)

PROGRAM:
Academic Subjects
Arts & Crafts
Special Education

Individual Therapy
Group Therapy
Family Counselling

CURRICULA:
Special Education

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Age--over 8; psychosis; organicity (95% brain damage).

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL 06/05/0902 AT MARSALIN:
Mild/moderate severe behavioral/characterological problems. Neurotic and adjustment problems appear to be most responsive--also those who need ego building or have self-image/role identification problems. Children whose personality development is not severely impaired and who have a basically adequate defensive structure. Children whose families are involved in counselling.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL 06/05/0902 AT MARSALIN:
Children who are severely disturbed, who have organic brain damage, whose home environment does not support our therapeutic program. Children who are not directed to us early enough and who are psychotic, autistic, atypical, or generally active out

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
Sustained parental/public school contact for at least 6 months following discharge in order to ascertain adaptation to total environment. No sustained follow-up on residential placement.

Compiled:
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NAME OF SCHOOL:
National Children's Rehabilitation

LOCATION:
Leesburg, Virginia 22075

TELEPHONE:
(703) 777-3485

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
49

AGE RANGE ACCEPTED:
7 - 17 (coed)

PROGRAM:

The program is directed toward the establishing of an environment that is conducive to the development of more satisfying interpersonal relationships, a greater acceptance of self, and opportunity for personal and academic achievement commensurate with the youngster's abilities and readiness. Individual or group counseling and psychotherapy, periodic neurological and psychiatric examinations, dispensing of medication, etc. are woven into the course of the day as a matter of routine. The milieu is integrated around the usual activities of youth with every effort made toward providing a program that will permit youngsters to participate maximally in age appropriate activities.

In cases in which there is no clear need for residential treatment or where there is considerable doubt that the Center is equipped to meet the youngster's needs, a diagnostic evaluation service is provided. The youngsters are accepted for 30 days to achieve this purpose. Routine examinations along with daily observations of the patient's interactions with peers and staff lead to recommendations which are conveyed to parents or other interested parties. In many cases the youngster may remain in residence after the evaluation period.

During the summer a camp is provided for youngsters enrolled in the residential program. Each summer a number of children are accepted to summer camp only. In general, the summer program offers camping opportunities for those youngsters that otherwise might be denied them, ostensibly because they have epilepsy.

CURRICULA:

Effort has been made to reduce the possibility of serious injury resulting from a seizure while at the same time reducing the high level of concern about the handicap, so that each child may develop normal prowess and social skills. The school is structured along similar lines. Classes are small with 8 to 10 pupils per class. The teacher-pupil ratio moves toward the ideal with one teacher and one teacher aide per classroom. Classes are ungraded permitting each child to move at his own pace in each subject area. As a matter of routine, patients are comprehensively studied by the staff. Individual case conferences and neurological and psychiatric examinations are done at three month intervals with each child.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Less than average intellectual potential, emotional problems of psychotic nature, inability to function independently in routine living functions, multiple handicaps in addition to epilepsy that prevent independent functioning.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT NATIONAL CHILDREN'S:

Youngsters who are moderately well reality oriented, with capability to function minimally regarding limit setting and testing, following directions, etc.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT NATIONAL CHILDREN'S:

Youngsters with extreme acting out patterns of living, extreme emotional and material deprivation, youngsters unable to form emotional attachment with others, youngsters who require maximum security for protection of themselves and others.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

We request at 3 month and on year intervals reports from the parent or agency having legal care of the child. We have not developed criteria for evaluation of follow up material so that it is incorporated into the treatment program.

Completed
Form 1767-9

NAME OF SCHOOL:
Nazareth Home for Boys

LOCATION:
77 Mulberry Street
Leicester, Mass. 01524

TELEPHONE:
(617) 895-5122

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
28

AGE RANGE ACCEPTED:
6 - 10 (boys)

PROGRAM:
The program is designed to help children in all phases of every day living, group life in a setting of about seven boys in one of four units supervised by a Sister housemother, class attendance suited to the child's particular needs, religious instruction and guidance, medical and dental care, opportunities for music and craft activities, recreational and free time according to the child's capacity, individual case work therapy, psychiatric consultation and diagnostic interviews.

CURRICULA:
Academic classes are provided from pre-school through seventh grade. The classes are not graded as such, but the curricula is designed for each child's level of functioning.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Schizophrenic, autistic, or mentally retarded as the primary diagnosis. Over ten years of age at the time of application.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT THE NAZARETH HOME FOR BOYS:
Relative to the strength of the family and in a lesser degree to the emotional deprivation in the earliest years.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT THE NAZARETH HOME FOR BOYS:
It is relative to the weakness of the family and to the emotional deprivation in the earliest years.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
Continued family counseling if family so desires. A social worker is assigned to this task.

Compiled:
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NAME OF SCHOOL:
New England Home for
Little Wanderers

LOCATION:
161 South Huntington Ave.
Boston, Mass. 02130

TELEPHONE:
(617) 232-8600

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
20

AGE RANGE ACCEPTED:
7 - 12 (coed)

PROGRAM:
Child Care Center - a residential treatment program for girls and boys of elementary school age whose personal problems require the specialized services of psychiatry, psychology, casework. The program further offers a structured environment under supervision of trained child care staff, specialized educational services and casework treatment for child and family.

CURRICULA:
Children attend on-grounds school program but are encouraged to take part in community activities.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Open psychoses; ability to function in more open setting; severe retardation; physical handicap.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT NEW ENGLAND HOME:
Children who need a stable setting on which to build a sense of basic trust, identity, ego strength and to gain some control over their impuises. They are usually frightened and angry but do display some strength with which we can build on. These youngsters are usually referred to as pre-delinquent, neurotic, phobic or youngsters with learning problems.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT NEW ENGLAND HOME:
We cannot accept diagnosed psychotic, retarded or severely acting out youngsters.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
Many go either to group homes or foster homes under the auspices of New England Home and continue in treatment. Many re-enter public school while under our supervision.

Compiled:
June 1969

NAME OF SCHOOL:
Our Lady of Lourdes

LOCATION:
280 Tinkham Road
Springfield, Mass. 01129

TELEPHONE:
(413) 783-1251

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
62

AGE RANGE ACCEPTED:
12-17 (girls)

PROGRAM:

Our Lady of Lourdes School is a therapeutically-oriented group setting for girls who have had difficulty in adjusting at home, school or in the community. It is staffed by the Sisters of the Good Shepherd who have specialized in work with the delinquent and emotionally disturbed girl and their basic philosophy is that of rehabilitation. They, together with lay personnel, guide the girl's relationships with her peers, help her develop a new experience with and trust in adults, and aid her in resolving personal and family problems which were operative in her previous difficulties. The School offers a comprehensive program to provide for the emotional, educational, recreational, vocational, spiritual, medical and cultural needs of the child.

CURRICULA:

Education is provided through on-ground facilities. The School includes grades 8 through 12. Ordinarily, our program follows the plan suggested by the Diocesan School Office of Springfield. The high school includes academic, commercial and vocational courses. Since few of our girls are able to go on for further education, a broad academic program is offered in the first two years of high school, but in the junior and senior years special emphasis is placed on business education in preparation for specific types of employment. Because not all girls are able to pursue either academic or secretarial studies, vocational training in cosmetology to prepare for State Licensing examinations are conducted. The school provides an ongoing program in Home Economics through the four years of high school to prepare the girls to become future homemakers. Psychological testing including standardized Intelligence, Achievement and Reading Tests are administered in an effort to plan the girl's school program. Remedial Reading instruction is also provided.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Girls below an 80 I.Q.; unwed mothers; the physically handicapped; girls with severe emotional disturbance; the psychotic and the schizoid.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT OUR LADY OF LOURDES:

The delinquent and the mildly emotionally disturbed.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT OUR LADY OF LOURDES'

Girls below an 80 I.Q.? unwed mothers; the physically handicapped; girls with severe emotional disturbance; the psychotic and the schizoid.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Close after-care by the same social worker who treated the child while in placement.

Compiled:
June 1969

NAME OF SCHOOL:
Parents' School

LOCATION:
177 Sea View Street
Chatham, Mass. 02633

TELEPHONE:
(617) 945-1147

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
21

AGE RANGE ACCEPTED:
6 - 9 (coed)

PROGRAM:
Educational services; therapeutic diagnostic services; job training; group activities; recreational activities.

CURRICULA:
Individual tutoring; classes - academic, vocational, social.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Children with gross physical defects.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT PARENTS' SCHOOL:
The early infantile autistic type as described by Kanner, when seen no later than age 5, sometimes emerges beautifully well in the therapeutic climate of the school. Some so-called 'brain damaged' children also do very well. Children who seem to be completely withdrawn and severely regressed have given us great surprises while we have had some disappointments with the progress made by children we had hoped would do better. We find it very difficult to categorize these children at the outset. While we do not have anything like a hundred per cent success in returning our students to a normal life, almost all of them derive benefit from their stay at the school and almost all of them have progressed to the point where at least they can tolerate and develop in a much less controlled environment than ours.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT THE PARENTS' SCHOOL:
No information.

PROCEDURE FOR FOLLOWING STUDENTS POST-DISCHARGE:
Whenever possible establishing contacts with the institution, if any, where the child has been transferred.

Compiled:
June 1969

NAME OF SCHOOL:
Pollock School, Inc.

LOCATION:
28 Alton Place
Brookline, Mass. 02146

TELEPHONE:
(617) 277-3970

TYPE OF SCHOOL:
Day and residential

APPROXIMATE CENSUS:
52

AGE RANGE ACCEPTED:
5 - 22 (coed)

PROGRAM:

There are several types of handicapped children with whom we work. We help the mentally retarded child whose intellectual inferiority makes progress impossible unless individual attention is given. We work with the hyperactive emotional youngster who requires understanding and encouragement to bring out his best qualities, and who can eventually adjust to a group. There is also the child whose abilities and disabilities are in such marked contrast that proper guidance and special training must be given to prevent serious educational difficulties which would handicap him for the rest of his life. In these cases, we often encounter a child with 8th grade abilities in arithmetic and second grade ability in reading or vice versa. We teach the youngster who finds it difficult to get along with boys and girls his own age. During the course of the years we have helped the trainable mentally retarded, the educable, and the socially maladjusted, the pseudo mentally retarded and the emotionally insecure. We have been especially successful in guiding the educational development of aphasic children as well as mongoloid children.

CURRICULA:

A co-ordinated academic and psychiatric program is individually planned by psychiatrist and teachers for the emotionally disturbed child. In each case we search for the cause of the disorder. Once we have found it, we strengthen the child's control of his emotions, making him more stable as he matures. By giving human insight into his personal difficulties, he becomes a child more emenable to education therapy and one with whom it is easier to live. Academic studies are conducted from the pre-kindergarten stage to the first year of high school. The curricula include reading, arithmetic, language (English) Social Studies, special talents. If a child is gifted in handwork or music, special instruction is given, developing the talent to its fullest endowment. A course in Conversational French is offered to advanced students endowed with the ability to learn a foreign language. Arts and crafts, music, speech therapy are also included.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Children who cannot adjust to a group. Children who are malicious.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT POLLOCK:

Children with moderate problems.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT POLLOCK:

Severely disturbed children.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

For a year or so through contact with parents.

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NAME OF SCHOOL:
Rhinebeck Country School

LOCATION:
Foxhollow-on-Hudson
Rhinebeck, New York 12572

TELEPHONE:
(914) 876-7061

TYPE OF SCHOOL:
Residentail

APPROXIMATE CENSUS:
100

AGE RANGE ACCEPTED:
6-19 (coed)

PROGRAM:

CURRICULA:

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Children who have an I.Q. above 90 and are able to function academically at standard level; children with severe anti-social behavior, extremely withdrawn from reality and those with gross physical handicaps.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT RHINEBECK:
1. Some degree of home stability in previous history. 2. I.Q. above 60-65 and up to about 85. 3. Capacity to relate positively and with some degree of reality to people and situations.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT RHINEBECK:
Severely disturbed children with near-psychotic patterns, markedly schizoid features, unable to deal realistically with environment and people. Children with functioning I.Q. below 55. Children with severe anti-social behavior and marked acting out.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
None.

Compiled:
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NAME OF SCHOOL:
St. Coletta Day School

LOCATION:
85 Washington Street
Braintree, Mass. 02184

TELEPHONE:
(617) 843-3453

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
68

AGE RANGE ACCEPTED:
7 - 12 (coed)

PROGRAM:
To help each mentally handicapped and/or emotionally disturbed child attain his maximum level of development, spiritually, socially, physically, mentally and emotionally is the aim of the St. Coletta Day School. The school program is not designed to meet the needs of children who are on a trainable level. Physically handicapped children who have sufficient physical stamina to participate in the school program and children with learning problems are accepted. There are no restrictions with respect to race, creed or national origin. The faculty, parents and children are included in the total program. Psychotherapy and psychiatric consultation and treatment are provided on a regular basis.

CURRICULA:
Reading, arithmetic, social studies, science, language arts, physical education, art, crafts, dramatics, speech and music are taught in individualized and small group teaching situations. Emphasis is placed on their functional aspects. Religion naturally forms the core of the curriculum. Opportunities are given not only for religious instructions, but also for reception of the sacraments and participation at weekly Holy Mass and other religious ceremonies. Regular classroom instruction is supplemented by slide films, educational television, and carefully selected educational films. Educational records, teacher-made tapes on various subjects, teaching machines, overhead projectors, flannel board and other instructional aids are utilized to motivate retarded learners. Physical fitness is considered a very important aspect of the school program. Individual and group counseling are also available for the older boys and girls. Four full-time classrooms provide instruction on the Pre-primary, Primary and Intermediate levels. One classroom provides adolescents with a work-study program to prepare them for entrance into the world of work.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Children who are not able to function in an academic atmosphere are not accepted. After a trail period of a year or two in the 750 class, those who do not progress academically are removed from the program.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT ST. COLETTA'S:
Children who are functioning as retardates either academically or educationally or both, but who are able to function in an academic atmosphere, even though it may be on kindergarten level.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT ST. COLETTA'S:

Children who do not talk or have contact with reality as well as those who are too demanding, not permitting the game to express themselves.

PROCEDURE USED FOR FOLLOWING UP STUDENTS POST DISCHARGE:

Before we discharge a student, we make arrangements that they are followed and in the case of some other agency.

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ABSTRACT

Information is provided on private schools for emotionally disturbed children, located in New England and elsewhere in the East. For each school, the entry states approximate enrollment, type of school, and age range accepted. For each, the following are also described: program, curricula, criteria for rejecting applicants, types of children seeming to have the most and least successful outcomes at the school, and procedure for following up students after discharge. (JD)

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RESOURCE AND REFERRAL HANDBOOK

PROJECT 750

Herbert J. Hoffman, Ph.D.
with the assistance of
the Brandeis Project 750 Study Team

Florence Heller Graduate School
for Advanced Studies in Social Welfare

Brandeis University
Waltham, Massachusetts

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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September, 1969

FOREWORD

This handbook was compiled in response to a need which parents, educators, and mental health professionals involved in Project 750 have experienced. Frequently, the burden of choosing a private school, communicating regarding the openings or specialization of the school, and all the additional arrangements with a school, falls on parents' shoulders. In the process of interviewing parents for the Massachusetts Advisory Council on Education supported study, Evaluation of Selected Aspects of Project 750, we listened to many loud complaints regarding the frustrating experiences parents encountered in locating a placement for their child. The only aid that many of these parents had was a list of the private schools approved by the Departments of Education and Mental Health for the 750 program. Furthermore, it became apparent that the psychiatrists themselves had so little knowledge about each approved school on the list that their ability to counsel parents regarding the possible match of school to the needs of a child was limited. Thus, parents voiced such complaints as: "I wrote to one school after another and each time the answer was that something wasn't quite right – either D. was too old or not sick enough, or too young and not smart enough, or too sick or something.... At the end I didn't care even whether the school was good enough or not – I was just relieved to find a place for him." Other parents complained that after they had placed the child in a school with the sanction of a psychiatrist or another mental health professional, the matching of school to the needs of the child was most inadequate. "S. read perfectly well when he went away, but in that school they weren't learning anything and S. forgot how to read and everything."

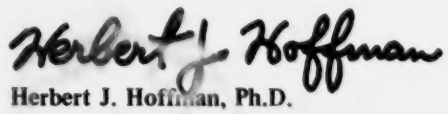
It is hoped, therefore, that this handbook will provide to the professional community responsible for recommending schools for children eligible for 750 an additional tool for making a rational referral. It will also provide a basis for counseling parents as to the best match of child and school among openings at several schools.

All the information pertaining to each school has been compiled from responses to a mailed questionnaire. Final copy was approved by the respective schools prior to printing. The information included for each school is based on direct quotes from either the questionnaire or the official brochure and in no way represents an attempt on the part of the study staff to evaluate or rate the individual schools.

In addition to the descriptive list of each school approved under 750, this book contains a description of the Act establishing Project 750, its benefits and programs. This has been done in order to facilitate for all those not completely familiar with the 750 Program an opportunity to avail themselves of the information whenever a necessity might arise.

The format of this handbook is designed to make continuous up-dating feasible and practical, i. e., the loose leaf binding makes possible easy removal and/or addition of pages. The quality binder will make it possible for the handbook to be a permanent resource.

I would like to thank all of the approved private schools serving the 750 program for their cooperation in making this Handbook a reality. Mr. William A. Philbrick, Jr., Director of the Bureau of Special Education, has supported this effort and has made funds under Public Law 89-313, Title I-ESEA available for its preparation and publication. Two members of the Evaluation of Selected Aspects of Project 750 staff, Ludmila W. Hoffman and Melinda Matthews, have been involved in the preparation of the handbook from its inception and I am indebted to them.



Herbert J. Hoffman, Ph.D.
Assistant Professor of Research
Florence Heller Graduate School for
Advanced Studies in Social Welfare
Brandeis University

August, 1969

PROJECT 750

In 1960, the General Court of Massachusetts passed Chapter 750 of the Acts for that year, which became Chapter 71, Sections 46H and 46I of the General Laws. This statute enabled the Department of Education, in cooperation with the Department of Mental Health, to provide certain programs for children diagnosed as emotionally disturbed. Formal operation of the law was set for January 1, 1962, allowing a year and a half for the formulation of regulations to effectuate the statutory stipulations.

Chapter 71, Section 46H, contained provisions for public school programs and consisted of two mandatory and two permissive sections. Mandated were:

1. an annual census of all emotionally disturbed children based on a formal evaluation and diagnosis by an approved child psychiatrist; and

2. home instruction for children found to be too disturbed to attend school.

Permitted were:

1. public school special classes of not more than eight children, taught by an approved teacher; and

2. integrated programs for children able to adjust to the regular classroom for a portion of the day, with special tutoring and early dismissal as sequential elements.

Treatment was not included in this section of the law.

Chapter 71, Section 46I, contained provisions for placement of children in private day or residential schools for emotionally disturbed children, with evaluation of the school and of each parent's request the direct responsibility of the Departments of Education and Mental Health. To receive approval, the private schools were mandated to provide treatment and therapy for each child under the direction of a child psychiatrist approved by the Department of Mental Health.

By 1967, the private school placements had grown to approximately a thousand in number, while public school programs existed in only thirty-two communities and included approximately 700 children. On the basis of these figures, the General Court passed Chapter 626 of the Acts of 1967, amending Chapter 71 Section 46H by eliminating the permissive character of the law and making it mandatory. In the two years that have elapsed since then, the number of programs in public schools has increased to more than one hundred. By the end of the 1969-1970 school year all communities must offer programs of their own or be involved in joint or regional organizations to provide the appropriate care.

The amended version of Chapter 71 Section 46H requires treatment as well as education, and provision of the former will, in the initial stages, tax the professional resources of the Commonwealth. Fortunately, the emergent structure of seven regional mental health centers within the Department of Mental Health will furnish a structure to support the requisite psychotherapeutic provisions.

In 1968, Dr. Herbert Hoffman, of Brandeis University, was awarded a grant by the Massachusetts Advisory Council on Education to execute a follow-up study of a random sample of Massachusetts children who had completed programs in private day or residential schools for the emotionally disturbed. The report of this study, scheduled for the Fall of 1969, will contain analyses of the findings and recommendations based thereon.

Dr. William Kvaraceus and Dr. Helen Kenney, Department of Education, Clark University, received a grant from the Bureau of Special Education, Massachusetts State Department of Education, in April of 1969, to develop a multiple-resource, multiple-modality structure of education and treatment for emotionally disturbed children. The interdigitation of the findings of a national committee and a state committee, named to this project, is expected to produce several differential models which will be "tried for fit" on chosen communities after April, 1970.

As of June, 1969, Massachusetts listed 1,100 emotionally disturbed children in public school programs at a total cost of approximately $700,000.00 and 1,300 emotionally disturbed children in private schools at a total cost of approximately $8,000,000.00. An auspicious beginning has been made, and the experience of the past seven years, coupled with the studies mentioned, is expected to engender meaningful changes in the scope and thrust of education and treatment for emotionally disturbed children.

Full copies of the General Laws and their regulations which apply to the education and treatment of emotionally disturbed children, Project 750, can be obtained by writing or calling the Bureau of Special Education, Massachusetts Department of Education.

If assistance with administrative or educational matters is required, contact the Supervisor of Special Education, Bureau of Special Education. If assistance with mental health matters is required, contact the Consulting Coordinator for the Department of Mental Health.

Mr. Edward Peterson
Supervisor for Emotionally Disturbed Children
Bureau of Special Education
182 Tremont Street
Boston, Massachusetts 02111
Telephone: 727-5770

Dr. J. Edward Conners
Consulting Coordinator for Project 750
Department of Mental Health
1180 Beacon Street
Brookline, Massachusetts 02146
Telephone: 232-5929

Prepared by the Director, Bureau of Special Education, Massachusetts Department of Education, August, 1969.

NAME OF SCHOOL:
Arlington School

LOCATION:
McLean Hospital
Belmont, Mass. 02178

TELEPHONE:
(617) 484-0700

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
70 (coed)

AGE RANGE ACCEPTED:
14 - 19

PROGRAM:
The adolescents accepted under the 750 program are treated through the out-patient clinic and are students with average to superior I. Q.'s and are potential candidates for college. Parents of these students are seen in evaluation interviews and participate in the treatment at the clinic as it is deemed necessary.

CURRICULA:
Academic classes, individual tutoring (an approved college preparatory high school is maintained on the hospital grounds).

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Lack of college preparatory ability. Inability to function in non-residential setting.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT THE ARLINGTON SCHOOL:
The student who has unsuccessfully confronted inflexibilities in schools with large numbers but responds well to individual attention.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT THE ARLINGTON SCHOOL:
The student who needs extensive control outside the school in attendance, lateness and similar problems.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
Since we have a tiny number discharged so far, we have followed them up through their contacts with the McLean Outpatient Clinic.

Compiled:
June 1969

NAME OF SCHOOL:
Bailey Hall

LOCATION:
Katonah, New York 10536

TELEPHONE:
(914) 232-3070

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
24 - Limited to 30

AGE RANGE ACCEPTED:
12 - 18 (boys)

Please note that the upper end of the age scale is open. Children may continue at Bailey Hall if it is deemed advisable by all concerned.

PROGRAM:

Consists of Academic, Vocational, Social & Recreational programs on seven day twelve month basis. Includes an eight week summer program consisting of academic classes in AM and sports, etc. in the PM.

CURRICULA:

Grade I through High School. (New York State Equivalency for High School Diploma). Training-on-the-job work program in the Village of Katonah at regular wages on a part-time arrangement after school.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

We do not accept orthopedically handicapped, communication handicapped, visually handicapped, chronically ill, auditory handicapped children. Each child is selected on the basis of his probability of adjustment and the fact that we feel he will benefit from this placement.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT BAILEY HALL:

Children from the educable mentally retarded up to the dull-normal range of intelligence seem to have the most successful outcome. Those with serious personality and aggressiveness problems are not accepted.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT BAILEY HALL:

Delinquents, run-aways and children with a history of aggressiveness. Also children who have inordinate amounts of pressure from the home environment, particularly from a parental standpoint.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

None

Compiled:
June 1969

NAME OF SCHOOL:
Berkshire Farm for Boys

LOCATION:
Canaan, New York 12029

TELEPHONE:
(518) 781-4567

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
200

AGE RANGE ACCEPTED:
13 - 16 (boys)

PROGRAM:
The farm is an open institution. There are no fences, security facilities, nor locked doors in cottages to restrain boys. Boys are expected to remain within prescribed boundaries on the strength of their interests in the program and the relationships that they regard as meaningful with staff. The program is designed to provide residential treatment in a therapeutic environment, including services with specific treatment functions, such as group living in cottages, special classes in academic education, vocational education, work training, religious education, recreational education, casework, group therapy, and psychotherapy with selected boys.

CURRICULA:
Boys are grouped for academic classes on the basis of psychological as well as educational needs. There are remedial as well as regular classes corresponding to grades 7 through 10, correspondence classes for grades 11 and 12, and special classes in remedial reading, training in various industrial arts including graphic arts, auto mechanics, machine shop, welding and carpentry. Art, music, and physical education are regular school activities. Classes and shop groups vary in size from a maximum of 6 in remedial reading to 10 to 15 in regular academic and vocational groups.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Suitability for total milieu treatment program, i.e., lack of amenibility to intervention, motivation or inability for functioning in our open setting or less than 4th grade reading level or 7th grade placement.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT BERKSHIRE:
Passive aggressive child.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT BERKSHIRE:
Massively academically retarded; severely deprived with overlay of primitive infantilism which precludes successful group interaction.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
Six months follow-up with readmitting school to determine placement, functioning and adequacy of preparation for return.

Compiled:
June 1969

NAME OF SCHOOL:
Boston Center for Blind Children

LOCATION:
147 So. Huntington Avenue
Boston, Mass. 02130

TELEPHONE:
(617) 232-1710

TYPE OF SCHOOL:
Day and Residential

APPROXIMATE CENSUS:
19 - 24

AGE RANGE ACCEPTED:
4 - 15 (coed)

PROGRAM:
1. A residential program of diagnostic and treatment facilities for the emotionally disturbed blind child, and 2. a non-residential program extending services into children's homes.

CURRICULA:
A flexibility characterizes our educational program. Dependent upon his development level, his emotional status, and his stage in treatment, a child's educational needs may receive more or less emphasis. Some children are not included in any formal educational program. Their individual workers provide them with the limited kind of educational opportunities from which they are able to benefit. As the child matures, his educational program achieves more and more structure, until he is able to be included in a real classroom situation. For some children, tutorial services seem indicated and provided.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
After a ten day residential diagnostic study, the professional staff holds a case conference to determine whether the child is a suitable candidate for our residential treatment program.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT THE BOSTON CENTER FOR BLIND CHILDREN:
Usually, a child of average intelligence whose parents' cooperation can be elicited and whose problems are not too deep-seated. When problems have been recognized and the child referred at an early age, there seems a higher percentage of success.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT THE BOSTON CENTER FOR BLIND CHILDREN:
The grossly psychotic child, the child with no intact family, the child whose parents suffer emotional problems which have not been alleviated.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
No procedure.

Compiled:
June 1969

NAME OF SCHOOL:
Emma Pendleton Bradley Hospital

LOCATION:
1011 Veterans Memorial Parkway
Riverside, Rhode Island 02915

TELEPHONE:
(401) 434-3400

TYPE OF SCHOOL:
Residential:

APPROXIMATE CENSUS:
65

AGE RANGE ACCEPTED:
5 - 11 (coed)

PROGRAM:

The Emma Pendleton Bradley Hospital is a private, non-profit psychiatric Hospital for emotionally disturbed children who are in need ot a total therapeutic program. In addition to the main hospital a half-way house facility, known as the Samuel B Swan House, is located on the grounds. Ths hospital also operates a Child Guidance Clinic and a Pre-school nursery program. Each child is placed in a small group where he is exposed to a carefully prepared program of activities to promote his individual strengths as well as to help him face and work in the areas of conflict which commonly arise in daily living. This on-going approach is supplemented and closely coordinated with other specific methods of treatment. Individual psychotherapy is provided for each child. Opportunity is also provided for the child to participate in small activity therapy groups. An important part of the total treatment program includes the involvement of the child's parents. This is accomplished primarily by the parents meeting with a trained psychiatric social worker on a regular weekly basis. Another form of treatment for the child is medication, which is used on an individual basis and reviewed regularly by our medical staff.

CURRICULA:

The Bradley School is organized on an ungraded basis and classes are conducted in an informal atmosphere designed to meet the differential needs of the children. The classes are small, numbering in size from one to eight children. Children attend class from one hour to a full day depending on the child's ability to cope with and utilize the learning situation effectively. The Bradley School follows, in most respects, the public school calendar. The teacher is an integral part of the therapeutic team and works in close collaboration with other professional disciplines. Children who demonstrate that they are ready to return to public school are transferred to schools in the East Providence School system. All children in the Samuel B. Swan Half-way House attend public school along with an increasing number of children from the Bradley School. Attendance at public school is a major step in the child's transition from Bradley to community living. In addition to the regular school program the Bradley School also offers summer tutoring, special instruction in art and has recently added a visual-perceptual program.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Because of our special program, we prefer not to accept children who are retarded, with severe physical handicaps, who are unable to communicate verbally.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT BRADLEY:

Children between the ages of 5½ and 11; children who are at least of average intelligence; children whose primary problems are emotional or psychiatric even though secondary organic components may exist; parents who are willing to cooperate in casework treatment.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT BRADLEY:

Borderline intelligence; overtly psychotic without ability to communicate verbally; parents who are unable to invest emotionally in their child's total treatment program.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

None.

Compiled:
June 1969

NAME OF SCHOOL:
Brandon School, Inc.

LOCATION:
372 Union Avenue
Framingham, Mass. 01701

TELEPHONE:
(617) 875-1331

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
48

AGE RANGE ACCEPTED:
6 - 14 (coed)

PROGRAM:
Brandon School is primarily a treatment facility and the basic criteria for remaining at school is the child's progress in emotional growth and socialization.

CURRICULA:
Academic progress, while important, is not the basic criteria for success at Brandon. All our children are tested in the fall of the year to ascertain their academic growth as measured by the Standard Achievements Tests. So long as there is some growth (and all of our children evidence this) we are satisfied.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Poor prognosis; primary disorder not functional; too great a threat of dangerous acting out; too great a distance from school.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT BRANDON:
Borderline children with thought disorder.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT BRANDON:
Character problems seem the most difficult.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
From six months to a year after leaving the Brandon School, we contact the family and the school in which the child is placed to check on his progress and status.

Compiled:
June 1969

NAME OF SCHOOL:
Bristol Acres School

LOCATION:
158 Williams Street
Taunton, Mass. 02780

TELEPHONE:
(617) 822-5396

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
41

AGE RANGE ACCEPTED:
13 - 17 (boys)

PROGRAM:

Every area of programming (educational, clinical, recreational, home) and community interaction is integrated to provide comprehensive, continuous care in its fullest sense: a culture with realism and purpose such that the pressures and demands are similar to those of a larger culture. Here the child is encouraged to mobilize his strengths and potentials toward developing and maintaining competent adjustment and adequate solution of day-to-day problems.

CURRICULA:

The academic program at B. A. combines individualized, non-graded instruction with subject content matter approximating that taught in public school classes. A careful estimate is made of each child's capacity to work as closely as possible to his age grade level and expectable goals are set for his performance. In addition to remedial and enrichment prescriptive programming, Jr. High and High School English, Mathematics, Social Studies, Science, foreign languages and physical education are offered.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Physically disabling organic involvements, severe acting out character disorder, overt psychoses, children with families who appear to be incapable of or unmotivated for change.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT BRISTOL ACRES:

Children in their teens with at least average intelligence who have at least one parent motivated to and capable of changing inappropriate inter-active patterns with their child.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT BRISTOL ACRES:

Children with early childhood histories of disturbance, and/or children with an intractible and destructive family situation.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Upon discharge to public school a representative of our institution makes periodic visits to the school to check on his adjustment and progress. During his initial release a constant phone contact is kept with both the school principal and guidance counselor. Follow up with the family is done by our Family Case Worker who utilizes both phone and personal visits.

Compiled:
June 1969

NAME OF SCHOOL:
Carroll-Hall

LOCATION:
40 Concord Avenue
Cambridge, Mass. 02138

TELEPHONE:
(617) 868-1160
(617) 865-3600

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
66

AGE RANGE ACCEPTED:
9-14 (coed)

PROGRAM:
Educational with psychological services.

CURRICULA:
Academic, pre-vocational and social skills.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
The program is not appropriate for psychotic, delinquent or hyper-aggressive young people. Similarly, students with severe emotional problems or destructive tendencies are not enrolled.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT CARROLL-HALL:
The children seem to be most successful whose problem in learning with related emotional factors appears to have been school-based. This includes children with perceptual problems and specific difficulties in school learning but demonstrating potential for the development of good work habits, productive attitudes and adequate adjustment in social settings.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT CARROLL-HALL:
The school program is least successful with the occasional child who is unresponsive following appropriate instruction with planned experiences of success and concomitant counseling.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
The social worker provides for the liaison with parents, schools and community agencies during the transition period. The follow-up is to insure satisfactory placement with the subsequent school or community facility.

Compiled:
June 1969

NAME OF SCHOOL:
Charles River Academy

LOCATION:
5 Clinton Street
Cambridge, Massachusetts 02139

TELEPHONE:
(617) 868-5380

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
67

AGE RANGE ACCEPTED:
12-16 (boys)

PROGRAM:

The purpose of Charles River Academy is to help the student of normal intelligence who is not functioning at his capacity in a regular school situation because of learning disabilities to become a mature self-sufficient individual and a positive influence in our society. The program has a two-fold role of bringing the student up to his natural level of achievement (with the hope of returning him to his regular school situation) and of preparing him for life after the completion of his education at the school.

CURRICULA:

The academic program includes courses in English, mathematics, social studies, science, French, art, music, motors and physical education. The humanities approach is utilized in most subject areas. Although each of the major subject areas deals with basic remedial techniques, these also emphasize, not only knowledge of a specific area in depth, but also ability to do related work as independent study. In all subjects every sensory means possible is used to teach each particular course. Classes vary in size according to student's particular needs; the ratio of students to staff is eight to one. A vocational program is provided including driver education, associations with trade schools, apprenticeships in industry and business and a placement service encompassing vocational testing and guidance. In addition, the school tries to find employment for the summer vacation. Extra-curricular activities include the school newspaper, chess and photography clubs, drama, student council. C.R. has a vigorous and intensive physical education program.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

If a youngster is obviously severely emotionally disturbed so that he cannot function in a classroom situation and would not be able to commute daily to a day school, we do not accept him.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT CHARLES RIVER ACADEMY:

In interviewing a prospective student, we are primarily interested in finding out what particular ego-strengths the child has left, considering he has failed in the academic area. We are looking for the participation by the students in Scouts, Church organizations, Little League teams, positive camp experiences, art, etc. We find that if the

young man has been able to maintain the ability to concentrate and keep up a fairly deep interest in an activity outside of the academic area, that we have a good chance of reaching him through our extra-curricular program, which in turn, builds up his confidence and provides impetus for continued effort on his part in the classroom.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT CHARLES RIVER ACADEMY:

The youngster who applies to Charles River Academy whose main interest outside of school is simply coming home and watching television, staying primarily to himself and not really able to concentrate on any particular activity, we have found, offers the poorest prognosis for success at CRA.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

In the past four years the general procedure for following our graduates has been an alumni dinner, following graduation, and letters to the parents and students occasionally, asking them to keep in touch with the school, more or less in the nature of a greeting, and general inquiry on how they are doing. We have found that most of the young men, if they are in the area will continue to drop by the school at least two or three times a year so that we are able to keep track of what they are doing.

Compiled:
June 1969

NAME OF SCHOOL:
The Children's Own School

LOCATION:
86 Main Street
Winchester, Mass. 01890

TELEPHONE:
(617) 729-2689

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
16

AGE RANGE ACCEPTED:
6-12 (coed)

PROGRAM:

The school is unique in its approach to the problems of the emotionally disturbed child, for although the school is primarily maintained for the normal to bright child, the ungraded children's morning academic classes are held separately (6 children in each group). All of the children together share in the play and social activities and in the afternoon classes.

CURRICULA:

The Children's Own School was established on Montesorri's principles of education, permitting each child to progress at his own rate. Montesorri materials are used throughout the school, supplemented by whatever other education materials and teaching aids are found to be of value and in harmony with the basic Montesorri principles.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Children who are overly hyperactive, severely disturbed or retarded, children with such low potential ability that they would not fit into our established groups.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT THE CHILDREN'S OWN SCHOOL:

We are not a clinical institution. We feel our primary function is a teaching one. Therefore, we have the highest degrees of success with less severely disturbed; non-speakers; children with deep fears; children who need much one-to-one attention.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT THE CHILDREN'S OWN SCHOOL:

Occasionally a non-speaker, who becomes more withdrawn; the disturbed child who has an extreme lack of support at home, or poor outside therapy.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

None.

Compiled:
June 1969

NAME OF SCHOOL:
Children's Study Home

LOCATION:
44 Sherman Street
Springfield, Mass. 01109

TELEPHONE:
(413) 737-3549

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
29

AGE RANGE ACCEPTED:
6-12(coed)

PROGRAM:
Psychiatric, educational, therapeutic.

CURRICULA:
Academic classes; tutorial services on individual basis; remedial reading.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

1. Children whose parents are unwilling or unable to participate in the treatment program.
2. Children who are more than two years behind academically.
3. Children over 10 years of age.
4. Children with severe psychosis.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT CHILDREN'S STUDY HOME:

1. Children whose basic problem is neurotic and whose parents involved themselves in therapy. 2. Children who have had reasonably stable and emotionally fulfilling early childhoods.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT CHILDREN'S STUDY HOME:

1. Children with too much early deprivation and when problem is characterilogical in nature. 2. Children whose parents cannot involve themselves. 3. Children more than two years behind grade level.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

A therapeutic tutor is assigned to give transitional support to the child leaving our program and during the first year after his return to public school. The person consults with the school administration regarding any handling of the child's behavior. In addition, parents and child may continue in therapy for the year after return to public school.

Compiled:
June 1969

NAME OF SCHOOL:
The Children's Village

LOCATION:
Dobbs Ferry
New York 10522

TELEPHONE:
(914) 693-0600

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
240

AGE RANGE ACCEPTED:
6-10½ (boys)

PROGRAM:

To facilitate continuous coordination of staff work, Clinical Services, Child Care Services, Education, and Recreational Services Departments are subdivided into four Units, each with a Department Director. A unit serves about 60 boys and has approximately one-quarter the staff from the various program departments assigned to it, approximately 90 full-time staff giving a direct service to boys. Clinical Services consist of 30 psychiatric caseworkers and supervisors; 5 staff psychologists including a director; 4 part-time psychiatrists–75 hours weekly.

CURRICULA:

A public School District serving only Children's Village maintains a staff of 24 teachers of emotionally disturbed children and 4 Supervisors; 2 school psychologists; 3 guidance counselors; and 7 specialists. Total educational program is under direction of the Supervising Principal. The department provides classroom and creative arts shop experiences designed to enable therapeutic learning and achievement for different types of disturbed boys. Remedial tutoring, art, instrumental music, job counseling and placement services are part of the Education Program. Child Care teacher aides provide additional services within the classroom and the cottages. An extensive training program for graduate and undergraduate students is carried out in conjunction with four colleges and universities. Staff of 12 full-time and 17 part-time recreation specialists and group workers, an Assistant Director, are responsible to the Director of Recreational Services Department. A varied program of athletic and club groups, special events, off-campus trips, etc. are arranged at scheduled times after school, evenings, weekends, holidays, and during school vacation periods. Emphasis is placed on each boy's relationship to adults, peers, and activities.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

The Children's Village does not accept psychotic children, boys with defective intelligence, neurologically impaired boys whose behavioral problems are a result of organic defect, boys whose physical handicaps or chronic health problems require special medical attention or keep them from participating in the program.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT CHILDREN'S VILLAGE:

Boys able to develop an understanding of their role in creating their difficulties and whose parents support placement in a cooperative and interested manner.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT CHILDREN'S VILLAGE:

The child and a family in whom motivation for placement cannot be generated.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Personal contacts (within N.Y.C. area). Telephone and survey questionnaires to out of town schools.

Compiled:
June 1969

NAME OF SCHOOL:
The Connecticut Junior Republic

LOCATION:
P. O. Box 161
Litchfield, Conn. 06759

TELEPHONE:
(203) 567-9423

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
58

AGE RANGE ACCEPTED:
13-15½ (boys)

PROGRAM:

A highly individualized treatment program is planned for each boy. The program, utilizing a teamwork approach, encompasses all the Republic's services and facilities—psychiatric evaluation and therapy, psychological testing, casework help, group work, group living, academic and vocational training, remedial services, sports, arts and crafts, clubs and recreation. Each boy is assigned to a therapist and is seen on a weekly basis, or as is needed.

CURRICULA:

Based on a boy's needs, the Republic has a school program geared to lessen emotional strain, free his mental capacities and motivate him toward learning. Some Republic boys attend the Litchfield High School; others are at the Oliver Wolcott Technical School, Torrington. Vocational training offers first-hand, on-the-job experience in such fields as letterpress and offset printing, photography, mechanical work, shop work, welding, woodworking, grounds and building maintenance, cooking, baking, food preparation and service. The agriculture program includes land conservation and development, forestry, animal husbandry, farming and the care-feeding-production of a large dairy herd. Remedial reading, speech therapy, art lessons and music courses are offered. For many years, the Republic has had an active Drum and Bugle Corps. An intensive athletic program includes basketball, baseball, football, etc. and most summer and winter sports.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

1. Psychotic or borderline-psychotic boys who readily decompensate under the pressures of group living. 2. Boys with low I. Q.'s, although we may be able to absorb some in the Dull-Normal (80-90) classification and plan around a vocational trade program for them. 3. Boys whose physical handicaps would present problems in their adjusting and living in a group setting. For example: those with a serious hearing, sight loss, etc. 4. Acting-out boys who need the control of a closed or security institution. 5. Boys with chronic serious behavior problems with established sociopathic trends or patterns (gang codes). 6. All other boys who would be best treated elsewhere - community outpatient clinic, hospital, group homes, etc. 7. Boys who do not meet our age requirements.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT REPUBLIC:

1. Boys who essentially have a neurotic conflict are best suited to the type of "short-term" program we have. The prognosis for this disgnostic group would appear to be more favorable than for the sociopathic group. 2. Boys whose problems are expressed through character trait disorders could also use our program successfully, provided that they have reasonably good ego makeup and can relate in an individual or group therapy situation. 3. Boys who are reacting to a situational stress or adjustment reaction to adolescense are good therapy candidates. 4. Boys whose problems indicate the need to identify with consistent masculine identification models.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT REPUBLIC:

Those showing sociopathic patterns of behavior or having no anxiety about wanting to change.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Follow up takes place on a selected basis. Generally there is a continuation of care from the Dept. of Public Welfare, which has been involved from the time of placement and assumes responsibility for after-care services.

Compiled:
June 1969

NAME OF SCHOOL:
Cushing Hall, Inc.

LOCATION:
279 Tilden Road
Scituate, Mass. 02066

TELEPHONE:
(617) 545-4532

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
37

AGE RANGE ACCEPTED:
13-16 (boys)

PROGRAM:
Cushing Hall is directly aimed at helping adolescent boys whose emotional problems have led them into serious difficulties, but whose problems are not best handled by hospitalization or a correctional institution.

CURRICULA:
The facilities are geared for indoor and outdoor recreation, manual training, remedial teaching, psychological testing, psychotherapy, senior high school facilities, case work with boys and their families, occupational therapy.

CRITERIA USED FOR REJECTING APPLICANTS TO CUSHING HALL:
Children who have organic brain damage or epilepsy, who are pre-psychotic, persistent runaways, physically handicapped or mentally retarded. Final judgment regarding rejection of applicants is based on psychological testing, psychiatric evaluation and personal interviews.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT CUSHING HALL:
Successful future adjustment is indicated if parents cooperate in therapy; remedial difficulties are rectifiable, peer adjustment improvable and more positive adult identifications are possible, and an increase in respect for authority and a greater acceptance of responsibility.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT CUSHING HALL:
The impulsively acting out child, children with poor parental identifications, some character disorders and those unable to make good peer adjustment as well as adult identifications. (However, this varies greatly.)

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
School requests parents, upon dismissal, to contact us on a weekly basis and later on a monthly basis, or whenever trouble is suspected. The school contacts the home and the school to which pupil has transferred three times a year, in September, January, and May, or more often if indicated.

Compiled:
June 1969

NAME OF SCHOOL:
Dearborn School

LOCATION:
36 Concord Avenue
Cambridge, Mass. 02138

TELEPHONE:
(617) 868-1160
(617) 864-3600

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
105

AGE RANGE ACCEPTED:
5-8 (coed) lower school
9-12 (boys) middle school

PROGRAM:
Educational with psychological services.

CURRICULA:
Academic with small group instruction (8 students) and tutorial services.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Children are not enrolled in the school whose histories show an inability to tolerate an open social setting, an inability to function in a small instructional group of approximately eight children and an unmanageability to a degree that would not warrant school placement. Similarly, children who are psychotic and/or severely hyperaggressive are not enrolled.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT DEARBORN:
Children appear to have the most successful outcome who have the least severity of handicap in the social, emotional and academic areas. Successful outcome is more likely with children who basically need success experiences in the school setting and whose emotional problems appear to be school-related.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT DEARBORN:
The school is least successful with borderline psychotic youngsters. Several children are enrolled with moderate thought disorders.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
Follow-up efforts are for the purpose of aiding the child in making the transition to a new setting and, in turn, keep the school guidance worker or social worker apprised of schools, programs, and facilities in the larger community that are appropriate for our kinds of students.

Compiled:
June 1969

NAME OF SCHOOL:
The Devereux Foundation

LOCATION:
Devon, Pennsylvania
Rutland, Massachusetts
plus four additional locations

TELEPHONE:
(215) 688-2600

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
923

AGE RANGE ACCEPTED:
Pre-kindergarten through high school (coed)

PROGRAM:
Academic and therapeutic (or remedial); coeducational; for students of low average-normal through superior intellectual endownments; based on the principles of Dynamic Education.

CURRICULA:
Highly individualized, for all age-groups; separate college preparatory, vocational, commercial and general curricula in the secondary school. Remedial and tutorial assistance in all subject areas, when indicated.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Children who are not ambulatory due to a physical handicap, blind children, deaf children, psychotic children in need of a closed situation, homicidal, suicidal, severely acting-out, and children addicted to drugs. Consideration must also be given to our group balance. At times the balance prohibits our accepting students who at other times would be acceptable.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT DEVEREUX:
Those students whose parents identify with the School and support the total "special" program. Those students who display a healthy ability to "relate" to the School, peers and staff. Those students whose problems have been diagnosed in their early stages, rather than having had a long time to crystalize and solidify. Those students whose presenting symptoms include some "anxiety" upon which we can capitalize.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT DEVEREUX:
Opposite of those listed above. Those diagnosed as autistic or early childhood schizophrenia. Those students with a history of "early deprivation." Those students with a chronic history of "acting out behavior" and no signs of guilt.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Questionnaires are sent to parents of students at intervals of one and five years, following withdrawal from Devereux. The information gleaned from these questionnaires is recorded on the student's permanent record card. In addition, all requests for reports, references, transcripts, etc. are also recorded on the cards and any information gleaned from such correspondence is retrieved for permanent record.

Compiled:
June 1969

NAME OF SCHOOL:
Elwyn Institute

LOCATION:
Elwyn, Pennsylvania 19063

TELEPHONE:
(215) 566-8800

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
1,055

AGE RANGE ACCEPTED:
5 - 15 years, but selected older students accepted. (coed)

PROGRAM:

Students at Elwyn enjoy modified family group living and the dormitory life of a residential school. They are responsible for daily tasks in the dormitory or play area as in any well regulated home. Recreational facilities include games, books, outdoor playground equipment, radio and television. Planned leisure-time activities feature dancing, concerts, entertainment, and weekend movies. Special programs are planned for holidays. The sports program includes baseball, softball, volleyball, soccer, basketball, gym, bowling, miniature golf, swimming. Other activities include Boy Scouts and Girl Scouts, camping picnics, and special trips. All programs are therapeutically oriented toward the rehabilitation of the individual as a self-supporting and useful citizen.

CURRICULA:

The education program at Elwyn is based on the needs, interests, and aptitudes of the pupil. The school is ungraded; students are placed in groups according to achievement and degree of social development. The curriculum content and teaching methods are adapted to the capacities and learning rate of each pupil. The program is enriched with physical education, handicrafts, choral and instrumental music, and home-making activities. Personal hygiene and appearance, social amenities, money handling and speech improvement are stressed. Vocational Training services include aptitude testing for individual training and development, occupational therapy, a wide range of vocational training courses, guidance and counseling, contract workshop experience, community work program and Halfway House facilities (live at Elwyn, work in the community).

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Students are rejected by our Institute when their problems and handicaps are such that we have no program from which they could derive benefit. We also consider the applicant's motivation and interest in coming to Elwyn and if he has no desire to utilize our programs, he may be rejected.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT ELWYN:

The scope of the school is a rather broad one. Some severely retarded students with multiple handicaps make excellent adjustment but cannot progress beyond a sheltered workshop at Elwyn. Many emotionally disturbed children complete our program and return home while others can adjust only while in foster placement of one sort or another. Most students who complete our community work program go on to complete financial and social independence.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT ELWYN:

Students who cannot adjust to the open setting and who are unable to contribute to the environmental milieu of Elwyn are most likely to be discharged because they cannot make use of the programs.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Students who are discharged from our Community Work Program are seen for an extensive interview six months after their discharge and are then seen once a year for a five year period.

Compiled:
June 1969

NAME OF SCHOOL:
The Margaret Gifford School, Inc.

LOCATION:
384 Broadway
Cambridge, Mass. 02139

TELEPHONE:
(617) 491-0150

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
70

AGE RANGE ACCEPTED:
7 - 15 (coed)

PROGRAM:

The Gifford School is a remedial school for students who are going to make a normal adjustment to life. A remedial school is to education what a hospital for curable patients is to health. To apply the word "remedial" to a problem is to say that it can be solved. The adjective should give comfort to the child in trouble. All children who are failing in school are emotionally disturbed; school is a child's chief business in life, and no normal human being can endure continued failure in the chief business of his life without serious anxiety. The presence of the psychiatric service will mean that the important therapy which school success brings will be supplemented by wise counseling to both parents and children from professionals in the field of psychiatry. This therapy will be a part of the school day, and will take place in the school building, so that it will become a normal part of the school program.

CURRICULA:

Whenever possible we have the students work in small classes. This provides for more interest and friendly competition than individual tutoring, which can be effective for single subjects for limited periods of time. However, classes must be made up of children of about the same age, achievement and ability. If there is no suitable companionship for a child in any given subject, he will receive individual tutoring as long as it is necessary, and join with groups for other parts of his program. The school will be ungraded and a child may be with one group for reading, and another for his arithmetic, as his achievement is likely to be spotty. No one stays in the same room with the same teacher all day - all move around and are taught by different teachers in different subjects.

In addition to the academic program, the school offers activities in related fields with the object of enlarging the scope of the education of our children to take in all areas of their lives possible.

Programs in Shop, Art, and Music are open to all children. There is a varied program of sports afternoons, including interscholastic games and swimming. We are also giving a week-end program of camping, climbing, canoeing with the object of increasing the self-confidence and self-image of students who have acquired, through years of school failure, a pitifully low opinion of their own potential. We feel this is one of the most valuable activities here in its effect on the morale of our students.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Inability to conform to normal classroom discipline in a small class--Subnormal intelligence--Over 14 years of age.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT THE MARGARET GIFFORD SCHOOL:

Dyslexics--Emotionally disturbed whose parents are willing to have treatment.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT THE MARGARET GIFFORD SCHOOL:

Children of unfortunate parentage whose parents will not cooperate.

PROCEDURE FOR FOLLOWING STUDENTS POST-DISCHARGE:

We follow them for several years but in a rather informal way--calling sometimes the student, sometimes the parent and sometimes the school. As this is only our 5th year, we have not yet developed a very systematic procedure.

Compiled:
June 1969

NAME OF SCHOOL:
Greenshire Residential School for Retarded Children

LOCATION:
Jarvis Street
Cheshire, Connecticut 06410

TELEPHONE:
(203) 272-7195

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
27

AGE RANGE ACCEPTED:
3-14 (coed)

PROGRAM:
Greenshire's programs are designed for the moderately to severely retarded child. The ultimate goal is to prepare the student for eventual enrollment in a day-care center or or public school near his home. Some children will not be able to achieve that goal and for such students, long-term care at Greenshire can be arranged.

CURRICULA:
The school's program stresses individual attention throughout all phases of the child's development and training.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Applicant must function in moderately to severely retarded range and be in the age range of 3-12.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT GREENSHIRE:
Those diagnosed as autistic.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT GREENSHIRE:
Older children.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
Follow-up is made through parents.

Compiled:
June 1969

NAME OF SCHOOL:
Hampshire Country School

LOCATION:
East Rindge, New Hampshire 03461

TELEPHONE:
(603) 899-3325

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
85

AGE RANGE ACCEPTED:
9 - 15 (coed)

PROGRAM:

In the treatment of gifted children who suffer from an emotional dysfunction Hampshire Country School has successfully used an effective program of academic progress and residential psychotherapy since 1949. It is approved by the Department of Education of the State of New Hampshire. Emphasis is placed on the development of leadership qualities by teaching these children to accept - even aspire to - the opportunities for high achievement. This process helps them to resolve their difficulties, then adopt a routine educational outlook. Indeed, it also helps bring into clear focus the reasons why they should look forward to taking their own place of excellence against the challenges of any first-rate school or college in the land. By mobilizing the elements of superior mental endowment and by superimposing guidance and direction from highly trained, genuinely sympathetic, firm but understanding professionals, students at Hampshire Country School soon learn the normal range of emotional control almost without realization of its assimilation.

CURRICULA:

Rarely do teacher-student relationships and the advantages of small group instruction (4 or 5 students) offer a more flexible opportunity for individualized observations of the child's capacities and the subsequent adaptation of curriculum. The focus of on-location experiences is strongly evident, in class-rooms, assemblies, chapel exercises (non-sectarian); arts and crafts, adult occupations like mechanics, carpentry, farming, riding, sports, dancing, on trips and particularly in home-like activities.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

We accept only bright children (minimum I. Q. 115 - 120 range). Minimum age at entrance 9 years. Maximum age at entrance 15 years. We don't accept psychotics, delinquents, brain damaged.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT HAMPSHIRE COUNTRY SCHOOL:

Neurotic character disorder.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT HAMPSHIRE COUNTRY SCHOOL:

Psychotic character disorders.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Personal visits by staff member to schools attended by recent ex-students. Parents of ex-students invited to semi-annual parents' seminars.

Compiled:
June 1969

NAME OF SCHOOL:
Harmony Hill School

LOCATION:
Absalona Hill Road
RFD Chepachet, R. I. 02814

TELEPHONE:
(401) 949-0690

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
33

AGE RANGE ACCEPTED:
5 - 10 (boys)

PROGRAM:

Harmony Hill School was established in 1962 to provide a therapeutic milieu on a round the clock basis for: 1. The emotionally disturbed youngsters who cannot be treated while living at home, in a foster home, or in a non-psychiatrically oriented institution. 2. Children who have a mild cerebral dysfunction with learning disabilities may also profit from our services.

CURRICULA:

The school program is a major, integral part of our total treatment program. Classes are small, numbering in size from one to six children. Special programs in visual-motor and visual perceptual training including a prescribed crafts and physical education activities are held daily.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Age: if a child is over 10 years of age, he is not acceptable. Sex: we accept only male residents. Physical ability: must be physically able to participate in our program. Mental ability: must show evidence that the child does not need custodial care but can profit from experience, both academically and emotionally. It may take some time to determine a child's ability to perform in the academic area depending on the degree of disturbance and our ability to help the child. He must show evidence on admission or shortly after that he is not extremely harmful to self or others.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT HARMONY HILL:

The child who has an average or near average mental ability with emotional disturbance and/or learning disabilities, with parents who can be reached through case work services or other psychiatric services.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT HARMONY HILL:

The child whose parents are in conflict and keep the child in a state of turmoil. The child whose parents do not respond to intervention of any type.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Usually a letter to the agency or to the parents and occasionally a personal visit to the child.

Compiled:
June 1969

NAME OF SCHOOL:
Charles Hayden Goodwill Inn School for Boys

LOCATION:
21 Queen Street
Dorchester, Mass. 02122

TELEPHONE:
(617) 288-1500

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
52

AGE RANGE ACCEPTED:
13 - 16 (boys)

PROGRAM:
The programs routinely available include guidance and case work counseling within the group setting and under psychiatric consultation; remedial and tutorial support in educational endeavor; on-site classes for boys unready to cope with the demands of public school classes; pre-vocational exploration together with basic education-cultural enrichment for so-called "Track A" boys who are unlikely to pursue further training via the usual school system pathway, after the 16th birthday (legal age for dropping out of school). Major effort is expended to assist the boy with good potential for further achievement, to embark up the so-called "Track B" program which aspires to help a boy to overtake academic deficiencies in skills and grade level content, and to motivate or re-motivate him to want to learn and to prepare himself for secondary high school and/or higher education and specialized training.

CURRICULA:
The Hayden School is non-graded. This means that a boy is not placed into a group arbitrarily according to his chronological age or his previous grade "exposures." The grouping determines the curriculum which adapts itself to the boy's needs. Major subject areas are: English, Arithmetic-Math, General Science (Earth Science, Physics and Chemistry), Social Studies, Industrial arts and crafts, music. Physical education is operated on a voluntary basis after school.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Must be programmed - school, pre-voc., etc.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT C.H.G.I.S.B.
Those who, though uprooted and emotionally in turmoil, are able to relate to a group setting with child care counselors, peers (11 in home unit) with teachers, and professional staff (psychiatric Social workers, counselors, etc.).

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT C.H.G.I.S.B.
Children who are severely disturbed and unable to withstand group living and programming.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
School is in its early stages in this new setting. Historically, we have been involved in an intensive follow-up with 200 youths. A 30 year presentation will be made as a sequel to Varieties of Delinquent Youth.

Compiled:
June 1969

NAME OF SCHOOL:
Ernest L. Herrman School

LOCATION:
475 Varnum Avenue
Lowell, Mass. 01854

TELEPHONE:
(617) 454-4234

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
64

AGE RANGE ACCEPTED:
6 - 14 (coed)

PROGRAM:

The program of this school is designed to meet the needs of children who exhibit learning disorders, behavior adjustments, personality problems, reactive emotional disorders or neurotic traits. It is anticipated that some psycho-educational retardation will be exhibited. This type of retardation means a definite lack of school achievement in certain major school subjects as evidenced by objective tests and measurements, and does not mean mental retardation.

CURRICULA:

A tutorial atmosphere prevails because of the teacher-pupil ratio of 8 to 1. A "standard" curriculum is followed in all the major subject areas. A primary emphasis is placed on the teaching of reading. In addition to the basal reading program, a concentrated effort has been made in assembling equipment and materials designed for use in remedial reading instruction. A testing program has been initiated in respect to diagnosis and achievement. Instruction is provided for grade levels 1-8. Materials are also available to provide a Readiness Program for children who are unable to benefit from materials geared to a first-grade level.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

No child will be admitted to the program who has already completed an eighth grade level in academic achievement. Children who are psychotic with suicidal or homocidal tendencies, who require a security type arrangement, who are excessively assaultive or destructive, would not be accepted since their needs would exceed our resources. Should such behavior appear after admittance, the child would have to be transferred to a more appropriate facility.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT HERRMAN:

The phobic and withdrawn children seem to greatly benefit from the therapeutic atmosphere and environment.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT HERRMAN:

The least success is met with children whose parents require more therapy and who are unwilling to seek or accept help. This seems to be the primary reason for the children not progressing as rapidly as they should rather than any specific type of disturbance.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Personal contact with the school systems, telephone calls, and a recently developed follow up form.

Compiled:
June 1969

NAME OF SCHOOL:
Horizon's Edge Country Home School

LOCATION:
Canterbury, New Hampshire 03224

TELEPHONE:
(603) 783-4388

TYPE OF SCHOOL:
Residential and day

APPROXIMATE CENSUS:
34 (24 boarding; 10 day)

AGE RANGE ACCEPTED:
Grades 1 - 8 (coed)

PROGRAM:

CURRICULA:

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Low I.Q. - more than a moderate amount of emotional disturbance - above 13 years old, with some exceptions.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT HORIZON'S EDGE:
Those who come at an early age and stay for more than three years. Children who are aware of life who are interested in trying to change.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT HORIZON'S EDGE:
Older children whose pattern of failure has been established over a long period.

PROCEDURE FOR FOLLOWING STUDENTS POST-DISCHARGE:
None.

Compiled:
June 1969

NAME OF SCHOOL:
The Kolburne School, Inc.

LOCATION:
Southfield Road
New Marlborough, Mass. 01230

TELEPHONE:
(413) 229-8787

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
65

AGE RANGE ACCEPTED:
6 - 16 (coed)

PROGRAM:

The yearly schedule, including the required summer program, runs from mid-September through early August, with a three-week winter holiday, a three-week spring holiday, and a "Visiting Day" each month. Depending on the individual's ability, his program is designed either to prepare him for return to his own community school or to equip him for activity of a more vocational nature, with the latter program involving greater emphasis on self-sufficiency, independent living, and social and vocational guidance and training. For all the children, the academic and co-curricular activities are designed to develop concentration, effective study habits, and the self-confidence with which to make more meaningful use of their talents. Special teaching methods and materials, many developed by the school, are utilized and in all curricula areas special emphasis is placed on speech, visual perceptual, work, play, and motor coordination therapies.

CURRICULA:

For emotionally disturbed children who have sufficient basic intellectual potential, the standard school curriculum is covered, from Kindergarten through the ninth grade levels. A complete physical education and social participation program is included. If a student displays exceptional ability in any given area (science, math, music, etc.,) he receives extra attention in that area to enable him to enjoy early success and with the hope of ultimately using this area as part of his future life's work. However, at the same time the child is encouraged to develop to the utmost all other areas so that he may become a well-rounded person.

Also built into the daily program are constant opportunities for successful experiences, for reducing feelings of anxiety, inferiority and tension, and for building up ego strength.

In addition to the standard subject studies and skills, Kolburne also offers: typing, home economics, office practice, music, shop and art. Some of the extra curricular activities are: Girl and Boy Scouts, dance and drama instruction, coin, stamp, and photography clubs.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Admission may be granted to only those children whose problems are sufficiently serious to prevent effective work in regular school settings but who are not limited by serious physical or mental disabilities or deep psychotic problems.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT KOLBURNE:

Children with normal or borderline potential diagnosed as mildly emotionally disturbed, mildly neurologically impaired, slow learners, perceptually handicapped, dyslexic, aphasic (or a combination of the above), who are functioning on levels usually seriously below expected potential, benefit from our highly structured, twenty-four hour, therapeutic programming evolved for each child on an individual basis.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT KOLBURNE:

Teenage children, where, through long neglect, emotional disabilities are so deeply ingrained and crippling that their condition requires intensive psychiatric care and a non-structured therapeutic environment. Careful screening avoids our accepting this type of child.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

There is a follow up program usually on request from parent, professional or other school officials.

Compiled:
June 1969

NAME OF SCHOOL:
The Lakeside School

LOCATION:
629 Lowell Street
Peabody, Mass. 01960

TELEPHONE:
(617) 535-0250

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
50

AGE RANGE ACCEPTED:
6-13 (coed)

PROGRAM:

The aim of the Lakeside School is to provide those children who are not functioning up to their maximum potential with the proper atmosphere, training, and guidance so that they may grow intellectually, socially and emotionally.

CURRICULA:

Classes are small and ungraded. Each child is carefully tested to find his strengths and weaknesses before his program is assigned to him. The children also have the advantage of Reading and Math remediation tutors from the Gordon College Reading Center who work with them individually here at Lakeside under the supervision of Dr. Winifred Currie, Director of the Reading Center.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

A child is rejected only after careful and thorough evaluation by psychiatrists and director, who determine whether the child is better suited to a residential placement or another school more suited to his needs. Age enters into our decision, and also the home situation and parent participation.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT LAKESIDE:

The autistic child and the emotionally disturbed child with a good home environment.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT LAKESIDE:

The child that suffers from severe disturbance and comes from a home where parents are very little concerned with the child. We believe in complete parent involvement and if this works the children profit from our excellent academic program.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

In the two years our school has been operating, only two of our students have been discharged and transferred to residential schools in accordance with the wishes of their parents. We have had contact with the schools and the parents regarding the progress of the children. When our children are ready to return to the public schools we shall be certain that there is a constant check on each child.

Compiled:
June 1969

NAME OF SCHOOL:
League School of Boston for Seriously Emotionally Disturbed Children, Inc.

LOCATION:
474A Brookline Street
Newton Centre, Mass. 02159

TELEPHONE:
(617) 244-6265

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
25

AGE RANGE ACCEPTED:
5 - 12 (coed)

PROGRAM:
A day school where education is used as a psychotherapeutic tool. The emphasis is on academic learning within the context of the development of the whole child.

CURRICULA:
The curriculum is developed for each child individually and may be a regular school program; may be concerned with development self-care and communication skills or a combination of elements based on the child's level of functioning and needs.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Children with behavior problems who nevertheless are functioning too well for our school. The League School is for psychotic children only.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT LEAGUE SCHOOL:
We have had great success with many types - both verbal and non-verbal and with varying degrees of pathology.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT LEAGUE SCHOOL:
Our children are evaluated at the end of 1½ years in the school. If there has been little progress in self-control, reality orientation, social relationships, and ability to tolerate constructive interference with pathological behavior and if it is felt that the same rate of progress could take place with custodial or day care, the child is recommended for residential placement or a different kind of setting.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
We are a relatively new school and are in the process of setting up such a procedure.

Compiled:
June 1969

NAME OF SCHOOL:
The Ledges

LOCATION:
55 Adin Street
Hopedale, Mass. 01747

TELEPHONE:
(617) 473-6520

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
25

AGE RANGE ACCEPTED:
8 years of age and up (coed)

PROGRAM:
The program is especially designed according to the particular needs of the individual child. Among the many specialized services offered are speech therapy, music, remedial instruction in reading, writing, arithmetic.

CURRICULA:
The curriculum is one stressing functional learning whether it be academic, social, manual or physical training. The aim of the total program will be to help the child approach his full capacity in a pleasant and enriched environment.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
We must reject those children whom we feel cannot fit into comfortable accord with our group.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT LEDGES:
The withdrawn children.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT LEDGES:
Children who are hyperactive, aggressive, or disoriented.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
We have discharged no 750 pupils as yet.

Compiled:
June 1969

NAME OF SCHOOL:
Madonna Hall

LOCATION:
Cushing Hill Drive
Marlboro, Mass. 01752

TELEPHONE:
(617) 485-8610

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
101

AGE RANGE ACCEPTED:
12 - 16 (girls)

PROGRAM:

Madonna Hall is a closed, non-sectarian setting for adolescent girls who have to be of at least average I.Q. in order to meet the academic requirements. We currently have a Social Service Staff of four Social Workers, two psychologists, and a psychiatrist on a consultation basis once a week. The girls are seen on a weekly basis for counseling, and the more seriously disturbed girls are seen by a psychologist. The usual length of stay for a girl is a minimum of one year, and can run through the entire high school program.

CURRICULA:

Entire High School program.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

We are unable to accept any child who is showing extremely bizarre behavior, such as being physically aggressive with weapons. We also could not accept a psychotic or schizophrenic child, or a child in need of intensive psychotherapy.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT MADONNA HALL:

The child who has had a good nurturing experience during the early years and not a tremendous amount of early damage.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT MADONNA HALL:

The child who has been exposed to extremely rejecting parents from infancy on, and who has had one traumatic experience after another.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

None.

Compiled:
June 1969

NAME OF SCHOOL:
Manville Residence and School

LOCATION:
295 Longwood Avenue
Boston, Mass. 02116

TELEPHONE:
(617) 232-8390

TYPE OF SCHOOL:
Day and residential

APPROXIMATE CENSUS:
49

AGE RANGE ACCEPTED:
10-13 (Upper School - Grades 3-8 Day and Residential) boys
7-9 (Lower School - Grades 1-4 Days) boys

PROGRAM:
The Judge Baker Guidance Center's Manville Residence and School is a center emphasizing care of boys with severe learning difficulties. All programs are designed for boys whose emotional and educational difficulties are such that they will benefit from a coordinated program of individual psychotherapy, education and group activities in a therapeutically oriented milieu. Each child in the Residence and Day School will have scheduled individual psychotherapy each week. The Judge Baker is affiliated with the Children's Hospital Medical Center and Harvard Medical School.

CURRICULA:
The curriculum offerings are keeping with the traditional programs found in most elementary schools. However, special emphasis is devoted to the development of basic skills. In addition, modifications in the instructional models are available which permit the use of individual tutoring, small groupings, and special programming, whenever indicated.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Children who exhibit any one of the following conditions are not considered for admission: mental retardation, severe physical handicap, psychosis, extreme assaultiveness, severe brain damage.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT MANVILLE:
Children represented by a diagnosis of primary neurotic learning inhibitions - the neurotically inhibited child.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT MANVILLE:
Poorly compensated borderline children; severe character disorder with marked delinquent tendencies.

PROCEDURE FOR FOLLOWING STUDENTS POST-DISCHARGE:
Parents and students will be contacted at varying intervals after a student leaves the school to help us assess the efficacy of our program and find ways to improve it. Currently, careful exploration of community resources by members of the clinical team and/or the classroom teacher is a routine feature of the pre-discharge procedure. During the post-discharge period a patient is seen in our Outpatient Division for individual psychotherapy, when indicated. Every effort is made by the staff to restore a child to a productive status in the community with the least amount of stress for the child and his parents.

Compiled:
June 1969

NAME OF SCHOOL:
Marsalin Institute School

LOCATION:
Goldea Street
Holliston, Mass. 01746

TELEPHONE:
(617) 429-4307

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
24

AGE RANGE ACCEPTED:
6-12 (coed)

PROGRAM:
Academic Subjects
Arts & Crafts
Special Education

Individual Therapy
Group Therapy
Family Counselling

CURRICULA:
Special Education

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Age–over 18; psychosis; organicity (5% brain damage).

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT MARSALIN:
Mild/moderate severe behavioral/characterological problems. Neurotic and adjustment problems appear to be most responsive--also those who need ego building or have self-image/role identification problems. Children whose personality development is not severely impaired and who have a basically adequate defensive structure. Children whose families are involved in counselling.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT MARSALIN:
Children who are severely disturbed, who have organic brain damage, whose home environment does not support our therapeutic program. Children who are not directed to us early enough and who are psychotic, autistic, atypical, or severely acting out.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
Sustained parental/public school contact for at least 6 months following discharge in order to ascertain adaptation to total environment. No sustained follow-up on residential placement.

Compiled:
June 1969

NAME OF SCHOOL:
National Children's Rehabilitation

LOCATION:
Leesburg, Virginia 22075

TELEPHONE:
(703) 777-3005

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
49

AGE RANGE ACCEPTED:
7 - 17 (coed)

PROGRAM:

The program is directed toward the establishing of an environment that is conducive to the development of more satisfying interpersonal relationships, a greater acceptance of self, and opportunity for personal and academic achievement commensurate with the youngster's abilities and readiness. Individual or group counseling and psychotherapy, periodic neurological and psychiatric examinations, dispensing of medication, etc. are woven into the course of the day as a matter of routine. The milieu is integrated around the usual activities of youth with every effort made toward providing a program that will permit youngsters to participate maximally in age appropriate activities.

In cases in which there is no clear need for residential treatment or where there is considerable doubt that the Center is equipped to meet the youngster's needs, a diagnostic evaluation service is provided. The youngsters are accepted for 30 days to achieve this purpose. Routine examinations along with daily observations of the patient's interactions with peers and staff lead to recommendations which are conveyed to parents or other interested parties. In many cases the youngster may remain in residence after the evaluation period.

During the summer a camp is provided for youngsters enrolled in the residential program. Each summer a number of children are accepted to summer camp only. In general, the summer program offers camping opportunities for those youngsters that otherwise might be denied them, ostensibly because they have epilepsy.

CURRICULA:

Effort has been made to reduce the possibility of serious injury resulting from a seizure while at the same time reducing the high level of concern about the handicap, so that each child may develop normal persons and social skills. The school is structured along similar lines. Classes are small with 8 to 10 pupils per class. The teacher-pupil ratio moves toward the ideal with one teacher and one teacher aide per classroom. Classes are ungraded permitting each child to move at his own pace in each subject area. As a matter of routine, patients are comprehensively studied by the staff. Individual case conferences and neurological and psychiatric examinations are done at three month intervals with each child.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Less than average intellectual potential, emotional problems of psychotic nature, inability to do functions independently or routine living functions, multiple handicaps in addition to epilepsy that prevent independent functioning.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT NATIONAL CHILDREN'S:

Youngsters who are moderately well reality oriented, with capability to function minimally regarding limit setting and testing, following directions, etc.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT NATIONAL CHILDREN'S:

Youngsters with extreme acting out patterns of living, extreme emotional and material deprivation, youngsters unable to form emotional attachment with others, youngsters who require maximum security for protection of themselves and others.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

We request at 3 month and on year intervals reports from the parent or agency having legal care of the child. We have not developed criteria for evaluation of follow up material so that it is incorporated into the treatment program.

NAME OF SCHOOL:
Nazareth Home for Boys

LOCATION:
77 Mulberry Street
Leicester, Mass. 01524

TELEPHONE:
(617) 895-5122

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
28

AGE RANGE ACCEPTED:
6 - 10 (boys)

PROGRAM:
The program is designed to help children in all phases of every day living, group life in a setting of about seven boys in one of four units supervised by a Sister housemother, class attendance suited to the child's particular needs, religious instruction and guidance, medical and dental care, opportunities for music and craft activities, recreational and free time according to the child's capacity, individual case work therapy, psychiatric consultation and diagnostic interviews.

CURRICULA:
Academic classes are provided from pre-school through seventh grade. The classes are not graded as such, but the curricula is designed for each child's level of functioning.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Schizophrenic, autistic, or mentally retarded as the primary diagnosis. Over ten years of age at the time of application.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT THE NAZARETH HOME FOR BOYS:
Relative to the strength of the family and in a lesser degree to the emotional deprivation in the earliest years.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT THE NAZARETH HOME FOR BOYS:
It is relative to the weakness of the family and to the emotional deprivation in the earliest years.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
Continued family counselling if family so desires. A social worker is assigned to this task.

Compiled
Date: [illegible]

NAME OF SCHOOL:
New England Home for
Little Wanderers

LOCATION:
161 South Huntington Ave.
Boston, Mass. 02130

TELEPHONE:
(617) 232-8600

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
20

AGE RANGE ACCEPTED:
7 - 12 (coed)

PROGRAM:
Child Care Center - a residential treatment program for girls and boys of elementary school age whose personal problems require the specialized services of psychiatry, psychology, casework. The program further offers a structured environment under supervision of trained child care staff, specialized educational services and casework treatment for child and family.

CURRICULA:
Children attend on-grounds school program but are encouraged to take part in community activities.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Open psychoses; ability to function in more open setting; severe retardation; physical handicap.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT NEW ENGLAND HOME:
Children who need a stable setting on which to build a sense of basic trust, identity, ego strength and to gain some control over their impulses. They are usually frightened and angry but do display some strength with which we can build on. These youngsters are usually referred to as pre-delinquent, neurotic, phobic or youngsters with learning problems.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT NEW ENGLAND HOME:
We cannot accept diagnosed psychotic, retarded or severely acting out youngsters.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
Many go either to group homes or foster homes under the auspices of New England Home and continue in treatment. Many re-enter public school while under our supervision.

Compiled:
June 1969

NAME OF SCHOOL:
Our Lady of Lourdes

LOCATION:
280 Tinkham Road
Springfield, Mass. 01129

TELEPHONE:
(413) 783-1251

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
62

AGE RANGE ACCEPTED:
12-17 (girls)

PROGRAM:

Our Lady of Lourdes School is a therapeutically-oriented group setting for girls who have had difficulty in adjusting at home, school or in the community. It is staffed by the Sisters of the Good Shepherd who have specialized in work with the delinquent and emotionally disturbed girl and their basic philosophy is that of rehabilitation. They, together with lay personnel, guide the girl's relationships with her peers, help her develop a new experience with and trust in adults, and aid her in resolving personal and family problems which were operative in her previous difficulties. The School offers a comprehensive program to provide for the emotional, educational, recreational, vocational, spiritual, medical and cultural needs of the child.

CURRICULA:

Education is provided through on-ground facilities. The School includes grades 8 through 12. Ordinarily, our program follows the plan suggested by the Diocesan School Office of Springfield. The high school includes academic, commercial and vocational courses. Since few of our girls are able to go on for further education, a broad academic program is offered in the first two years of high school, but in the junior and senior years special emphasis is placed on business education in preparation for specific types of employment. Because not all girls are able to pursue either academic or secretarial studies, vocational training in cosmetology to prepare for State Licensing examinations are conducted. The school provides an ongoing program in Home Economics through the four years of high school to prepare the girls to become future homemakers. Psychological testing including standardized Intelligence, Achievement and Reading Tests are administered in an effort to plan the girl's school program. Remedial Reading instruction is also provided.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Girls below an 80 I.Q.; unwed mothers; the physically handicapped; girls with severe emotional disturbance; the psychotic and the schizoid.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT OUR LADY OF LOURDES:

The delinquent and the mildly emotionally disturbed.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT OUR LADY OF LOURDES'

Girls below an 80 I.Q.? unwed mothers; the physically handicapped; girls with severe emotional disturbance; the psychotic and the schizoid.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Close after-care by the same social worker who treated the child while in placement.

[illegible]

NAME OF SCHOOL:
Parents' School

LOCATION:
177 Sea View Street
Chatham, Mass. 02633

TELEPHONE:
(617) 945-1147

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
21

AGE RANGE ACCEPTED:
6 - 9 (coed)

PROGRAM:
Educational services; therapeutic diagnostic services; job training; group activities; recreational activities.

CURRICULA:
Individual tutoring; classes - academic, vocational, social.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Children with gross physical defects.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT PARENTS' SCHOOL:
The early infantile autistic type as described by Kanner, when seen no later than age 5, sometimes emerges beautifully well in the therapeutic climate of the school. Some so-called 'brain damaged' children also do very well. Children who seem to be completely withdrawn and severely regressed have given us great surprises while we have had some disappointments with the progress made by children we had hoped would do better. We find it very difficult to categorize these children at the outset. While we do not have anything like a hundred per cent success in returning our students to a normal life, almost all of them derive benefit from their stay at the school and almost all of them have progressed to the point where at least they can tolerate and develop in a much less controlled environment than ours.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT THE PARENTS' SCHOOL:
No information.

PROCEDURE FOR FOLLOWING STUDENTS POST-DISCHARGE:
Whenever possible establishing contacts with the institution, if any, where the child has been transferred.

Compiled:
June 1969

NAME OF SCHOOL:
Pollock School, Inc.

LOCATION:
28 Alton Place
Brookline, Mass. 02146

TELEPHONE:
(617) 277-3970

TYPE OF SCHOOL:
Day and residential

APPROXIMATE CENSUS:
52

AGE RANGE ACCEPTED:
5 - 22 (coed)

PROGRAM:

There are several types of handicapped children with whom we work. We help the mentally retarded child whose intellectual inferiority makes progress impossible unless individual attention is given. We work with the hyperactive emotional youngster who requires understanding and encouragement to bring out his best qualities, and who can eventually adjust to a group. There is also the child whose abilities and disabilities are in such marked contrast that proper guidance and special training must be given to prevent serious educational difficulties which would handicap him for the rest of his life. In these cases, we often encounter a child with 8th grade abilities in arithmetic and second grade ability in reading or vice versa. We teach the youngster who finds it difficult to get along with boys and girls his own age. During the course of the years we have helped the trainable mentally retarded, the educable, and the socially maladjusted, the pseudo mentally retarded and the emotionally insecure. We have been especially successful in guiding the educational development of aphasic children as well as mongoloid children.

CURRICULA:

A co-ordinated academic and psychiatric program is individually planned by psychiatrist and teachers for the emotionally disturbed child. In each case we search for the cause of the disorder. Once we have found it, we strengthen the child's control of his emotions, making him more stable as he matures. By giving human insight into his personal difficulties, he becomes a child more emenable to education therapy and one with whom it is easier to live. Academic studies are conducted from the pre-kindergarten stage to the first year of high school. The curricula include reading, arithmetic, language (English) Social Studies, special talents. If a child is gifted in handwork or music, special instruction is given, developing the talent to its fullest endowment. A course in Conversational French is offered to advanced students endowed with the ability to learn a foreign language. Arts and crafts, music, speech therapy are also included.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Children who cannot adjust to a group. Children who are malicious.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT POLLOCK:

Children with moderate problems.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT POLLOCK:

Severely disturbed children.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

For a year or so through contact with parents.

Compiled
June 1969

NAME OF SCHOOL:
Rhinebeck Country School

LOCATION:
Foxhollow-on-Hudson
Rhinebeck, New York 12572

TELEPHONE:
(914) 876-7061

TYPE OF SCHOOL:
Residentail

APPROXIMATE CENSUS:
100

AGE RANGE ACCEPTED:
6-19 (coed)

PROGRAM:

CURRICULA:

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Children who have an I.Q. above 90 and are able to function academically at standard level; children with severe anti-social behavior, extremely withdrawn from reality and those with gross physical handicaps.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT RHINEBECK:
1. Some degree of home stability in previous history. 2. I.Q. above 60-65 and up to about 85. 3. Capacity to relate positively and with some degree of reality to people and situations.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT RHINEBECK:
Severely disturbed children with near-psychotic patterns, markedly schizoid features, unable to deal realistically with environment and people. Children with functioning I.Q. below 55. Children with severe anti-social behavior and marked acting out.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
None.

Compiled:
June 1969

NAME OF SCHOOL:
St. Coletta Day School

LOCATION:
85 Washington Street
Braintree, Mass. 02184

TELEPHONE:
(617) 843-3453

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
68

AGE RANGE ACCEPTED:
7 - 12 (coed)

PROGRAM:

To help each mentally handicapped and/or emotionally disturbed child attain his maximum level of development, spiritually, socially, physically, mentally and emotionally is the aim of the St. Coletta Day School. The school program is not designed to meet the needs of children who are on a trainable level. Physically handicapped children who have sufficient physical stamina to participate in the school program and children with learning problems are accepted. There are no restrictions with respect to race, creed or national origin. The faculty, parents and children are included in the total program. Psychotherapy and psychiatric consultation and treatment are provided on a regular basis.

CURRICULA:

Reading, arithmetic, social studies, science, language arts, physical education, art, crafts, dramatics, speech and music are taught in individualized and small group teaching situations. Emphasis is placed on their functional aspects. Religion naturally forms the core of the curriculum. Opportunities are given not only for religious instructions, but also for reception of the sacraments and participation at weekly Holy Mass and other religious ceremonies. Regular classroom instruction is supplemented by slide films, educational television, and carefully selected educational films. Educational records, teacher-made tapes on various subjects, teaching machines, overhead projectors, flannel board and other instructional aids are utilized to motivate retarded learners. Physical fitness is considered a very important aspect of the school program. Individual and group counseling are also available for the older boys and girls. Four full-time classrooms provide instruction on the Pre-primary, Primary and Intermediate levels. One classroom provides adolescents with a work-study program to prepare them for entrance into the world of work.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Children who are not able to function in an academic atmosphere are not accepted. After a trail period of a year or two in the 750 class, those who do not progress academically are removed from the program.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT ST. COLETTA'S:

Children who are functioning as retardates either academically or educationally or both, but who are able to function in an academic atmosphere, even though it may be on kindergarten level.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT ST. COLETTA'S:

Children who do not talk or have contact with reality as well as those who are too domineering, not permitting the peers to express themselves.

PROCEDURE USED FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Before we discharge a student, we make arrangements that they are followed and in the care of some other agency.

Compiled:
Anne [illegible]

NAME OF SCHOOL:
The Spurwink School

LOCATION:
899 Riverside Street
Portland, Maine 04103

TELEPHONE:
(207) 797-3444

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
l6 (3 children in special foster home placement)

AGE RANGE ACCEPTED:
5-l2 (boys)

PROGRAM:

The Spurwink School is a school for those emotionally disturbed children requiring a total twenty-four hour day therapeutic-educational experience. It is not suggested that any one residential setting is the correct setting for all emotionally disturbed children, but it is submitted that the school has had demonstrated success, on occasion, even dramatic success with the majority of those children for whom it has offered its services. Since the philosophy of the school includes grouping emotionally disturbed children heterogeneously rather than homogeneously by age, symptomatology, and school achievement level, we accept children representing all diagnostic classifications.

CURRICULA:

It is our belief that an emotionally disturbed child does not present a different problem in the classroom--he merely presents his problem and he does so wherever he might be and with whomever he comes into contact. Since an emotionally disturbed child brings into the classroom his as yet unresolved primary conflicts, it becomes imperative to provide him with a school program which is both educational and therapeutic in emphasis. This "teaches" the child, but also enables him by means of psychological understanding of his conflict to disengage learning from his conflict.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Mental retardation which is not secondary to cultural and emotional factors. Primary brain damage. Physically handicapped. Delinquency in which there are few available patterns of functioning other than acting out. Psychosis without available islands of functioning. Parents who would vitiate any and all therapeutic endeavors to the extent of not carrying out supportive therapeutic recommendations.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT SPURWINK:

Were we to classify children into three basic categories--the neuroses, the character disorders, and the psychoses--we would have to say that we seldom hear of children fitting into the first category, while we both succeed and fail with children in the second and third categories. We accept children representing all diagnostic classifications since the philosophy of the school includes grouping emotionally disturbed children heterogeneously. At the same time we operate on the basis of selective intake. The School has demonstrated success, and, on occasion, even dramatic success with the majority of those children for whom it has offered its services.

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TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT SPURWINK:

(See paragraph above).

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

We have no systematic procedure for following up students. However, we do follow the children informally and have a reasonably good picture of their adaptations once they are beyond our responsibility.

Compiled:
June 1969

NAME OF SCHOOL:
Wakefield Medical and Educational Center

LOCATION:
5 Common Street
Wakefield, Mass. 01880

TELEPHONE:
(617) 245-6300

TYPE OF SCHOOL:
Day

APPROXIMATE CENSUS:
45

AGE RANGE ACCEPTED:
6-18 (coed)

PROGRAM:
Our desire is to help every child attain his or her emotional and intellectual potential. In order to accomplish this it is necessary to remove emotional "blocks," work at motivating the child to want to learn and provide an efficient curriculum. We are chiefly interested in those children who are not functioning up to par intellectually secondary to an emotional disturbance. Also we recognize the problems of those children with deficiencies in certain areas of learning with subsequent emotional disturbances. Therefore, psychotherapy and a psychodynamic approach to learning is the foundation on which rests our educational program.

CURRICULA:
Enrollment is for one complete school year. Classes are ungraded and pupils, although in small groups, are instructed on an individual basis. Occasional interviews with parents to discuss their child's progress is requested.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:
Applicants whom we are unable to manage are rejected.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT WAKEFIELD:
Behavior and Learning problems.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT WAKEFIELD:
Those who have the least amount of impulse control.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:
None.

Compiled:
June 1969

NAME OF SCHOOL:
Walker Home for Children, Inc.

LOCATION:
1968 Central Avenue
Needham, Mass. o2192

TELEPHONE:
(617) 444-6769

TYPE OF SCHOOL:
Residential and Day

APPROXIMATE CENSUS:
17 (9 residential, 8 day students)

AGE RANGE ACCEPTED:
7-10 (boys)

PROGRAM:

At Walker we help the boys to develop the competence to cope with the crises and opportunities of daily living---playing a game, a mealtime, a school difficulty, sadness, and/or anger. They are taught and treated within the context of a planned 24 hour program focusing on age-appropriate activities. They are also treated through group therapy and individual psychotherapy. A similiar program is conducted for day students (9-5).

CURRICULA:

Remedial education is provided in small classes where emphasis is placed on enabling the boys to want to learn. Through both treatment and education we want to be sure that when they return to families and community schools they will be on as equal a footing as possible with their peers.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Primary mental retardation, frank psychoses, physical handicaps and children who do not fit "the current group." We also reject those children who we feel are "too healthy" to need such a major intervention as residential treatment or whole days (9-5) away from home.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT WALKER:

Severe acting-out, character disordered and borderline psychotic youngsters, the "trouble-makers" and "bad boys" often termed pre-delinquent.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT WALKER:

Those children whose severe family pathology we are unable to alleviate but are nonetheless forced to return the child to the family.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

A trained group worker (MSW) functions as an After-Care Coordinator. Other features of the program include continued case work with the family, individual treatment for the child, and/or conjoint family therapy.

Compiled:
June 1969

NAME OF SCHOOL:
Waterford Country School

LOCATION:
Hunt's Brook Road
Quaker Hill, Conn. 06375

TELEPHONE:
(203) 442-9454

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
55

AGE RANGE ACCEPTED:
6-12 (coed)

PROGRAM:

We offer in the school programs, instruction and guidance in a warm, home-like atmosphere. Academic work is adapted to the child's emotional and intellectual needs which are determined after careful testing. Classes are kept small, many of our pupils receive individual tutoring throughout the year. Work activity pertaining to real life experiences necessary in the operation and maintenance of our farm, school and camp is offered as occupational therapy. Social and recreational programs include sports, dancing, music, local events of interest, care of pets, hobbies, arts and crafts, plus many other diversified activities. Psychiatric and Psychological Services including individual and group therapy.

CURRICULA:

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Blind, uncontrolled seizures, character disorders, severely organically impaired, non-ambulatory orthopedically handicapped.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT THE WATERFORD COUNTRY SCHOOL:

Moderate to severe behavioral problems, children with I.Q.'s of 70 to 80, children organically impaired, multihandicapped.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT THE WATERFORD COUNTRY SCHOOL:

Character disorders.

PROCEDURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

Periodic follow-up by mail with parent and child.

Compiled:
June 1969

NAME OF SCHOOL:
The Woods Schools

LOCATION:
Langhorne, Pennsylvania 19047

TELEPHONE:
(215) 757-3731

TYPE OF SCHOOL:
Residential

APPROXIMATE CENSUS:
425

AGE RANGE ACCEPTED:
Pre-school age through adulthood
(coed)

PROGRAM:

The keynote of the Schools' program is the acceptance of the whole child, helping him under skilled guidance, to develop self-direction and initiative so that he can make maximum use of his native abilities. The Schools is divided into sixteen residential settings, which permits the therapeutic placement of each student according to his individual needs. Serving Woods and the regional community is the Child Study, Treatment and Research Center and Hospital, where a staff of experienced professionals provide psychological, psychiatric and neurological management and training, medical and dental care, and other necessary and related services. As a service to the different residential units of the Schools, the 20 bed Hospital is available for short term hospitalization. Community cases are admitted for special study and diagnosis and for supervised medical services. Among the paramedical disciplines available are Physical Therapy, Speech and Hearing Therapy, and Parent Counseling services. The Center houses fully equipped laboratories for speech and hearing and audio visual training, psychiatric study, electroencephalography, clinical and research work, dental clinic, interviewing and therapy units, IBM and statistical equipment for analysis of clinical as well as administrative data, staff and parent conference rooms, a library, and a receiving lounge.

CURRICULA:

The preschool child, ages four to seven, is offered orientation to classroom and group socialization. As readiness for school develops, the early School leads him to language arts with emphasis on reading, arithmetic concepts and social studies. The older child is placed as ready, in the middle School for more intensive work and a broader curriculum. In all classes the average pupil-teacher ratio is approximately ten to one. In addition to an academic schedule, a complete vocational or combination vocational-academic program is available for the child whose needs are best met by the development of work skills coupled with a degree of independence. An individually tailored curriculum designed to stimulate each child to achieve his maximum potential is the result of clinical testing and conference between teachers, clinic staff and unit supervisors. The summer segment of the program is devoted to academic reinforcement woven within a framework of healthful outdoor camp life and recreational activity.

CRITERIA USED FOR REJECTING APPLICANTS TO SCHOOL:

Children with active communicable diseases. Children with medical condition requiring hospital setting for treatment. Children with psychiatric condition requiring closed psychiatric hospital. Children not fitting into one of the pre-established groups. Children requiring a one-to-one relationship, unless additional support is financed by the parents.

TYPES OF CHILDREN WHO SEEM TO HAVE THE MOST SUCCESSFUL OUTCOME AT WOODS:

Children with different degrees of mental retardation and concommitant types of problems, such as speech, orthopedic, emotional, etc.

TYPES OF CHILDREN WHO SEEM TO HAVE THE LEAST SUCCESSFUL OUTCOME AT WOODS:

The acting out, pre-delinquent children with normal or above intelligence.

PROCDEURE FOR FOLLOWING UP STUDENTS POST-DISCHARGE:

At the present time we maintain an alumni file for more or less of a social-personal contact. We are starting to structure a systematic procedure for discharged students which is not yet operative. Literature and publications are presently being sent to most parents. Where children and families are closely related to social work staff or clinical services in their own communities, information is sent to them for follow-up in the community.

Compiled:
June 1969

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AGE RANGE

Pre-Teens

Bradley
Children's Own
Children's Study Home
Children's Village
Dearborn
Harmony Hill
Lakeside
League School of Boston
Marsalin
Nazareth
New England Home
Parents' School
St. Coletta
Spurwink
Walker

Teens

Arlington
Bailey Hall
Berkshire
Bristol Acres
Charles River
Connecticut Jr. Republic
Cushing Hall
Hayden
Madonna Hall
Our Lady of Lourdes

Pre-Teens and Teens

[redacted]
Boston Center for Blind Children
Brandon
Carroll-Hall
Devereux
Elwyn
Gifford
Greenshire
Hampshire
Herrman
Horizon's Edge
Kolburne
Ledges
Manville
National Children's
Pollock
Rhinebeck
Wakefield
Waterford
Woods

CHARACTERISTICS OF CHILDREN WHO TEND TO BE LEAST SUCCESSFUL

Academic Retardation

Berkshire
Children's Study Home

Delinquency

Bailey Hall
[redacted]
Manville
Woods

Early Childhood Deprivation or Disturbance

Bristol Acres
Children's Study Home
Devereux
Kolburne
Madonna Hall
Nazareth

Mental Retardation

Bradley
Marsalin
New England Home
Our Lady of Lourdes

Older Children

Greenshire
Horizon's Edge
Kolburne

Poor Ability to Adjust to a Group Situation

Berkshire
Cushing Hall
Hayden
St. Coletta

Severe Disturbance

Bailey Hall
Boston Center for Blind Children
Bradley
Brandon
Cushing Hall
Dearborn
Hampshire
Hayden
Lakeside
Ledges
Manville
Marsalin
National Children's
New England Home
Our Lady of Lourdes
Pollock
Rhinebeck
Waterford
Woods

Non-Supportive Parents

Bailey Hall
Boston Center for Blind Children
Bradley
Bristol Acres
Children's Own
Children's Study Home
Children's Village
Cushing Hall
Gifford
Harmony Hill
Herrman
Lakeside
Madonna Hall
Marsalin
Nazareth
Walker

CHARACTERISTICS OF CHILDREN WHO TEND TO BE MOST SUCCESSFUL

Ability to Relate in a Group Setting

Cushing Hall
Devereux
Hayden
Rhinebeck

Austistic

Greenshire
Lakeside
Parents' School

Average or Above Average Intelligence

Boston Center for Blind Children
Bradley
Bristol Acres
Harmony Hill

Character Disorder

[redacted]
Connecticut Jr. Republic
Hampshire
Marsalin

Delinquent or Pre-Delinquent

New England Home
Our Lady of Lourdes
Walker

Dyslexics

Gifford
Kolburne

Moderately Disturbed - Neurotic

[redacted]
Children's Own
Children's Study Home
Connecticut Jr. Republic
Dearborn
Kolburne

Manville
Marsalin
National Children's
New England Home
Our Lady of Lourdes
Pollock

Multihandicapped

Elwyn
Waterford
Woods

Passive Aggressive

Berkshire

Phobic

Herrman
New England Home

Respond Well to Individual Attention

Arlington
Children's Own

Slightly Mentally Retarded

Bailey Hall
Parents' School
Rhinebeck
St. Coletta
Waterford

CRITERIA FOR REJECTION

Acting Out

Brandon
Bristol Acres
Connecticut Jr. Republic
Devereux
Herrman
Madonna Hall
Spurwink

Autism

Bailey Hall
Bradley
Nazareth

Average or Above Average Intelligence

Greenshire
Rhinebeck

Brain Damage

Hampshire
Manville
Marsalin
Spurwink
Waterford

Non-Supportive Parents

Bristol Acres
Children's Study Home
Lakeside
Spurwink

Psychosis

Carroll–Hall
Children's Study Home
Children's Village
Connecticut Jr. Republic
Dearborn
Devereux
Hampshire
Herrman
Kolburne
Madonna Hall
Manville
Marsalin
National Children's
New England Home
Our Lady of Lourdes
Spurwink
Walker

Severe Academic Handicaps

Arlington
Berkshire
Children's Study Home

Severe Emotional Disturbance

Carroll-Hall
Charles River
Children's Own
Connecticut Jr. Republic
Cushing Hall
Horizon's Edge
Madonna Hall
Nazareth
Our Lady of Lourdes

Nazareth
Our Lady of Lourdes
Rhinebeck
Woods

Severe Mental Handicaps

Bradley
Children's Own
Children's Village
Connecticut Jr. Republic
Cushing Hall
Gifford
Hampshire
Harmony Hill
Horizon's Edge
Kolburne
Manville
National Children's
Nazareth
New England Home
Our Lady of Lourdes
Spurwink
Walker

Severe Physical Handicaps

Bailey Hall
Bradley
Bristol Acres
Children's Village
Connecticut Jr. Republic
Cushing Hall
Devereux
Harmony Hill
Kolburne
Manville
National Children's
New England Home
Our Lady of Lourdes
Parents' School
Rhinebeck
Spurwink
Walker
Waterford

CURRICULA

College Preparatory Courses

Arlington
Devereux

Employment Counseling

Bailey Hall
Charles River

High School Equivalency

[redacted]
Madonna Hall

Vocational Training

[redacted]
Berkshire
Carroll-Hall
Charles River
Connecticut Jr. Republic
Cushing Hall
Devereux
Elwyn
Hampshire
Our Lady of Lourdes
Parents' School
St. Coletta
Woods

FOLLOW-UP PROCEDURES

With Community Agencies

Carroll-Hall
Connecticut Jr. Republic
Dearborn
Harmony Hill
Manville
New England Home
St. Coletta
Woods

With Parents

Brandon (6 mos. - 1 yr.)
Bristol Acres
Carroll-Hall
Charles River
Children's Study Home
Cushing Hall
Devereux (5 yrs.)
Gifford
Greenshire
Hampshire
Harmony Hill

Lakeside
Manville
Marsalin (6 mos.)
National Children's
Nazareth
Pollock
Walker
Waterford
Woods

With Readmitting School

Berkshire (6 mos.)
Brandon (6 mos. - 1 yr.)
Bristol Acres
Carroll-Hall
Children's Study
Children's Village
Cushing Hall
Dearborn
Gifford
Hampshire
Herrman
Lakeside
Manville
Marsalin (6 mos.)
New England Home
Parents' School

With Students

Charles River
Children's Study Home
Children's Village
Devereux (5 yrs.)
Elwyn (5 yrs.)
Gifford
Hampshire
Harmony Hill
Manville
Our Lady of Lourdes
Spurwink
Walker
Waterford

No Follow-up

Bailey Hall
Boston Center for Blind Chidren
Bradley
Children's Own
Horizon's Edge
Madonna Hall
Rhinebeck
Wakefield

LOCATION

Connecticut

Connecticut Jr. Republic
Greenshire
Waterford

Maine

Spurwink

Massachusetts

Arlington
Boston Center for Blind Children
Brandon
Bristol Acres
Carroll-Hall
Charles River
Children's Own
Children's Study Home
Cushing Hall
Dearborn
Gifford
Hayden
Herrman
Kolburne
Lakeside
League School of Boston
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Madonna Hall
Manville
Marsalin
Nazareth
New England Home
Our Lady of Lourdes
Parents' School
Pollock
St. Coletta
Wakefield
Walker

New Hampshire

Hampshire
Horizon's Edge

New York

Bailey Hall
Berkshire
Children's Village
Rhinebeck

Ohio

[redacted]

Pennsylvania

Devereux
Elwyn
Woods

Rhode Island

Bradley
Harmony Hill

Virginia

National Children's

SEX COMPOSITION

Coeducational

Arlington
[redacted]
Boston Center for Blind Children
Bradley
Brandon
Carroll-Hall
Children's Own
Dearborn (5-8 years old)
Devereux
Elwyn
Gifford
Greenshire
Hampshire
Herrman
Horizon's Edge
Kolburne
Lakeside
League School of Boston
Ledges
Marsalin
National Children's
New England Home
Parents' School
Pollock
Rhinebeck
St. Coletta
Wakefield
Waterford
Woods

Boys

Bailey Hall
Berkshire
Bristol Acres
Charles River
Children's Village
Connecticut Jr. Republic
Cushing Hall
Dearborn (9-12 years old)
Harmony Hill
Hayden
Manville
Nazareth
Spurwink
Walker

Girls

Madonna Hall
Our Lady of Lourdes

SIZE OF STUDENT BODY

30 or Below

Bailey Hall
Boston Center for Blind Children
Children's Own
Children's Study Home
Greenshire
League School of Boston
Ledges
Marsalin
Nazareth
New England Home

Parents' School
Spurwink
Walker

31 - 60

Brandon
Bristol Acres
Connecticut Jr. Republic
Cushing Hall
Harmony Hill
Hayden
Horizon's Edge
Lakeside
Manville
National Children's
Pollock
Wakefield
Waterford

61 - 90

Arlington
[redacted]
Bradley
Carroll-Hall
Charles River
Gifford
Hampshire
Herrman
Kolburne
Our Lady of Lourdes
St. Coletta

Over 90

Berkshire
Children's Vilage
Dearborn
Devereux
Elwyn
Madonna Hall
Rhinebeck
Woods

TYPE OF SCHOOL

Day

Arlington
Brandon
Carroll-Hall
Charles River
Children's Own
Dearborn
Gifford
Herrman
Lakeside
League School of Boston
Marsalin
St. Coletta
Wakefield

Day and Residential

Boston Center for Blind Children
Children's Study Home
Manville
Pollock
Walker

Residential

Bailey Hall
[redacted]
Berkshire
Bradley
Bristol Acres
Children's Village
Connecticut Jr. Republic
Cushing Hall
Devereux
Elwyn
Greenshire
Hampshire
Harmony Hill
Hayden
Kolburne
Ledges
Madonna Hall
National Children's
Nazareth
New England Home
Our Lady of Lourdes
Parents' School
Rhinebeck
Spurwink
Waterford

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

November 6, 1969

Enclosed you will find one copy of the Resource and Referral Handbook, Project 750.

Because of the fact that a copy has been sent to every Superintendent of Schools and Mental Health Center, and the fact that only a few copies are available, we must request that public schools, in conformity with their community role, use this copy to provide assistance to parents.

William A. Philbrick, Jr.
Director
Division of Special Education.

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